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ABSTRACT

This project sought to ascertain the congruency between the interests of members of Vocational Student Organizations (VSO) and the goals and activities of five secondary vocational student organizations in Missouri. The organizations that were studied are the Distributive Education Clubs of America, Future Business Leaders of America, Future Farmers of America, Future Homemakers of America/Home Economics Related Occupations, and Vocational Industrial Clubs of America. Usable returns of the survey questionnaire were received from 148 local units (1,968 twelfth-grade student members and 159 teacher advisors). Data were analyzed using multivariate analysis of variance, least square means, and content theme analysis procedures. Student-members and teacher advisors perceived VSOs as meeting goals judged common to all organizations. Student members did not perceive all VSOs individually as meeting all goals common to every organization. VSO activities were perceived as congruent with interests of a majority of members. Following the 18-page narrative are these appendixes: participants, VSO goals and objectives, project procedures, a reference list, 10 questionnaires (a different one for students, members and teachers and for the five VSOs), and a glossary. (YLB)

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FINAL REPORT

A STUDY OF THE CONGRUENCY BETWEEN THE INTERESTS AND CONCERNS OF STUDENT PARTICIPANTS AND THE GOALS, OBJECTIVES, AND ACTIVITIES OF VOCATIONAL STUDENT ORGANIZATIONS

(Project No. 82-131-600-7)

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June 29, 1982

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ABSTRACT

TITLE OF PROJECT: "A Study of the Congruency Between the Interests and Concerns of Student Participants and the Goals, Objectives, and Activities of Vocational Student Organizations (VSOs)"

PROJECT CO-DIRECTORS: Clifton L. Smith and Bob R. Stewart
University of Missouri-Columbia

PROBLEM INVESTIGATED: The overall problem of the project was to ascertain the congruency between the interests of student-members and the goals and objectives of the five secondary vocational student organizations (DECA, FBLA, FFA, FHA/HERO and VICA) in Missouri.

OBJECTIVES: (1) What are the goals and objectives of the VSOs? (2) To what extent do the student-members and teacher-advisors perceive that the goals of the VSOs have been achieved? (3) To what extent do the student-members perceive that the activities of the VSOs are acceptable? (4) What are the benefits which motivate the student-members to become involved as identified by student-members and teacher-advisors of the VSOs? (5) What recommendations for improving the VSOs are offered by student-members and teacher-advisors?

PROCEDURES: Survey questionnaires were developed and used to ascertain the perceptions of student-members and teacher-advisors toward the VSOs and as a basis for determining the congruency of the activities as related to the stated goals and objectives. A stratified random sample was selected from each VSO investigated in this study. Useable returns were received from 148 local units. The participants included 1,968 twelfth grade student-members and their teacher-advisors (159). The data were analyzed by using multivariate analysis of variance, least square means, and content theme analysis procedures. Descriptive data were also provided.

RESULTS AND FINDINGS: (1) The student-members and teacher-advisors in total perceived that the VSOs in Missouri are in fact meeting the goals judged to be common to all organizations. (2) As perceived by student-members, the VSOs individually are not all meeting all goals judged to be common to the VSOs in Missouri. (3) Based on student-member responses, the VSOs in Missouri are achieving greater success for the goals related to character development, occupational knowledge, recognition and social development, and leadership/followership. The areas of less success relate to the goals of cooperation, communication skills, and citizenship responsibility. (4) The activities of the VSOs are congruent with the interests of a majority of the student-members when judged on the basis of participation. (5) While the majority of student-members judged the activities of the VSOs to be worthwhile the percent of participation could be increased. (6) There was congruency between the student-members and teacher-advisors perceptions of the functioning of VSOs in Missouri.

RECOMMENDATIONS: (1) The leadership in vocational-technical education in Missouri should continue to support and encourage the utilization of the VSOs as an integral phase of the vocational education programs. (2) Steps should be undertaken to improve the preparation of teacher-advisors of VSOs. This includes both pre-service and in-service programs. (3) The results of this project should be provided to diffusion teams made up of persons responsible for the administration of VSOs in local school districts and teacher-advisors of the specific VSOs. (4) The instrument developed for this project should be modified and adapted for use by local units of VSOs as a planning and evaluation device. (5) Specific experiences should be provided to assist the teacher-advisors to improve and/or elaborate upon the delivery of activities to meet the goal areas of concern. (6) Specific experiences should be provided to assist the teacher-advisors to enrich the delivery of activities in the goal areas currently being met.

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INTRODUCTION

The secondary vocational student organization (VSO) can be a valuable tool in helping young people grow, mature, and choose a career wisely. Students enrolled in secondary vocational education programs should have the opportunity to develop abilities in leadership, scholarship, citizenship, and cooperation; improve self-confidence; and participate in civic, social, and recreational activities. Secondary vocational education students, because of the unique relationship to classroom instruction, are encouraged to join vocational student organizations.

The secondary vocational student organization membership consists of student-members who are or have been enrolled in vocational education courses. Vocational student organization activities and projects, when properly planned and conducted, should be integrated effectively with the instructional program. Vocational student organization activities can provide real-life learning experiences that contribute to the total development of the student-members and are activities which usually cannot be replicated in the other components of the instructional program.

An active vocational student organization provides additional opportunities for student-members to prepare for careers. Student-members have the opportunity to develop leadership and interpersonal skills as they engage in individual and group activities; hold offices and direct the affairs of the group; work with representatives of other student organizations; and compete honorably with other student-members on the local, district/area, state and national levels. Student-members

may also visit other chapters, tour organizations, and establish contact with successful individuals from business and industry. Most vocational student organizations provide unique opportunities for competition among student-members and for scholarship awards.

The variety and number of vocational student organization activities and projects designed to meet the goals and objectives of the vocational student organization depend to a large extent on the ingenuity and vision of the student-members and their organizational advisor, the vocational teacher(s). Therefore, interest and concerns in meeting the goals and objectives of the vocational student organizations become relevant to this study.

STATEMENT OF THE PROBLEM

The overall goal of the project was to ascertain the congruency between the interests of student-members and the goals and activities of the five secondary vocational student organizations (DECA--Distributive Education Clubs of America, FBLA--Future Business Leaders of America, FFA--Future Farmers of America, FHA/HERO--Future Homemakers of America/Home Economics Related Occupations, and VICA--Vocational Industrial Clubs of America) in Missouri.

OBJECTIVES

The following research questions provided objectives for the study:

1. What are the goals and objectives of the vocational student organizations?

2. To what extent do the student-members and teacher-advisors perceive that the goals of the vocational student organizations have been achieved?

3. To what extent do the student-members perceive that the activities of the vocational student organizations are acceptable?

4. What are the benefits which motivate the student-members to become involved as identified by student-members and teacher-advisors of the vocational student organizations?

5. What recommendations for improving the vocational student organizations are offered by the student-members and teacher-advisors?

POPULATION AND SAMPLE

To ascertain the congruency between the interests of the student-members and teacher-advisors and the goals and activities of the five secondary vocational student organizations (DECA, FBLA, FFA, FHA/HERO, and VICA) in Missouri, these groups formed the populations used in this study. Because of the number of individuals involved in each of the five identified populations, it was necessary to sample each population.

With the assistance of the state advisors for each of the five vocational student organizations, a master list of chapters/clubs (local units) for each vocational student organization was developed. Information on the master list included the name of the school, address, telephone number, and number of teacher-advisors per local unit of the vocational student organization. The information concerning each local unit of the vocational student orgnaizations was then transferred onto three by five inch index cards, and each card grouped for the appropriate vocational student organization. A table of random numbers was used to select an approximate 20 percent sample of local units from each vocational student organization.

Questionnaires were mailed to a total of 235 local units. In Table 1, the number and percentages of useable returns per vocational

Table 1

Questionnaire Response by Local Units of VSO

	DECA*		FBLA*		FFA*		FHA/HERO*		VICA*	
	No.	%	No.	%	No.	%	No.	%	No.	%
Local Units Randomly Selected to Participate	33	25.8**	38	22.6**	63	26.3**	77	21.0**	23	37.7**
Local Units Returning Data for Analysis	25	75.7	23	60.5	38	60.3	44	57.1	18	78.3
Local Units Returning Data Late and Not Used	2	6.1	3	7.9	6	9.5	17	22.1	3	13.0
Local Units Selected, but Not Returning Data	6	18.2	12	31.6	19	30.2	16	20.8	2	8.7
TOTAL	33	100.0	38	100.0	63	100.0	77	100.0	23	100.0

* TOTAL NUMBER OF LOCAL UNITS BY EACH VSO:

DECA--128 Chapters; FBLA--168 Chapters; FFA--239 Chapters; FHA/HERO--367 Chapters; VICA--61 Clubs.

** PERCENT OF TOTAL NUMBER OF LOCAL UNITS UTILIZED IN STUDY

NOTE: An overall percentage of 63.0 percent was achieved in time for analyses from all VSOs utilized in this study; 148 local units of the 235 selected to participate.

student organization are presented. Useable returns were received from 148 local units by the deadline specified to be utilized in data analyses. An additional 28 local units provided useable returns after the deadline which were not utilized in the data analyses presented in this report. Refer to Appendix A for a listing of local units by VSO selected to participate in this study.

FINDINGS, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

Findings

Research Question Number One. This research question stated: What are the goals and objectives of the vocational student organizations? Through a review of the literature and research, each vocational student organization's goals and objectives were recorded and produced onto a goal matrix. Refer to Appendix B for a listing of each vocational student organization's goals and objectives. Refer to Appendix C for the goal matrix utilized in this study.

The overall goal of the project was to ascertain the congruency between the interests of student-members and the goals and activities of the five secondary vocational student organizations in Missouri. As indicated in the attachment section on procedures, the goals were originally organized into eight clusters for analysis. Recognition and social development were combined into one cluster and the concept of leadership was judged to involve the total items on the instrument. Thus, judgements in the area of leadership were made by examining ratings for the complete instrument. Therefore, the goal statements considered were: citizenship responsibility, recognition and social development, occupational knowledge, communication skills, character development, cooperation, and leadership/followership.

Research Question Number Two. This research question stated: To what extent do the student-members and teacher-advisors perceive that the goals of the vocational student organization have been achieved? Mean ratings for the goal statements for each vocational student organization and the vocational student organizations combined are presented in Table 2 for both student-members and their teacher-advisors. An examination of the data for the student-members revealed an overall rating of 3.12 for all goals. A rating of 3.00 would indicate that student-members agreed with the items comprising the goal statements. Further examination revealed that student-member ratings by vocational student organization varied when examined on the basis of a 3.00 rating or above for each goal as follows: FFA all seven goals; DECA and FHA/HERO six goals; and FBLA and VICA four goals each.

When the data were analyzed using analysis of variance and least square means procedures at the .05 level of significance, additional findings were noted. FFA and FHA/HERO student-member ratings were significantly higher than the other vocational student organizations which were below 3.00 for the area of citizenship responsibility. FFA, FHA/HERO, and FBLA student-member ratings were significantly higher than the other vocational student organizations for the area related to recognition and social development. The other vocational student organizations were significantly higher than FHA/HERO in the student-member ratings of the area of occupational knowledge. FFA, FHA/HERO, and DECA ratings by student-members for the area of communication skills were significantly higher than the other vocational student organizations which were below 3.00. The ratings of student-members for all vocational student organizations were above 3.21 for the area of character development. The ratings of student-members in the FFA

Table 2

Ratings of Goal Statements by Student-Members and Teacher-Advisors of the Vocational Student Organizations

Goal Statements	Group					
	DECA	FBLA	FFA	FHA/HERO	VICA	OVERALL
	Student-Member / Teacher-Advisor	S-M / T-A	S-M / T-A	S-M / T-A	S-M / T-A	S-M / T-A
Citizenship responsibility	3.00 / 3.08	2.90 / 3.10	3.06 / 3.24	3.10 / 3.19	2.94 / 3.09	3.00 / 3.16
Recognition and social development	3.00 / 3.07	3.14 / 3.15	3.30 / 3.49	3.16 / 3.41	3.04 / 3.02	3.12 / 3.29
Occupational knowledge	3.21 / 3.24	3.28 / 3.29	3.30 / 3.27	3.01 / 3.09	3.26 / 3.13	3.20 / 3.20
Communication skills	3.02 / 2.97	2.87 / 3.04	3.06 / 3.12	3.02 / 3.31	2.89 / 3.02	2.98 / 3.12
Character development	3.29 / 3.26	3.26 / 3.30	3.35 / 3.41	3.33 / 3.46	3.21 / 3.25	3.29 / 3.36
Cooperation	2.70 / 2.84	2.82 / 3.00	3.06 / 3.31	2.92 / 3.26	2.84 / 3.05	2.86 / 3.14
Leadership/followership (overall rating)	3.08 / 3.08	3.10 / 3.15	3.23 / 3.31	3.15 / 3.29	3.06 / 3.09	3.12 / 3.19

*An overall rating of 3.00 would indicate agreement with the statement.

were significantly higher than the other vocational student organizations for the area of cooperation. Ratings by student-members for leadership were all above 3.06. Overall, the ratings by student-members for character development were the highest of the goal statements.

An examination of the data for the teacher-advisors revealed an overall rating of 3.19 for all goals. When the total data from teacher-advisors were examined by vocational student organizations, the range was from 3.08 to 3.31. Further examination revealed that ratings from teacher-advisors by vocational student organization varied when examined on the basis of a 3.00 rating or above for each goal as follows: FBLA, FFA, FHA/HERO, and VICA all goals and DECA five goals.

Research Question Number Three. This research question stated: To what extent do the student-members perceive that the activities of the vocational student organizations are acceptable? The major activities for each organization were identified. Those selected activities completed by three or more organizations were included for analysis. Eighteen activities were identified which were common to three or more of the vocational student organizations. The percent participation of student-members and the percent of participants who rated the activities average or worthwhile are reported in Table 3.

An examination of the data for all vocational student organizations indicated that the greatest number of student-members (87 percent) reported participating in fund-raising activities. Professional meetings involved 77 percent and national week activities of the vocational student organization involved 74 percent of the student-members. Overall, the student-members whose vocational student organization conducted the activity reported participation at the 50 percent level or above for 16

Table 3

Percent Participation and Rating of Selected Activities of Vocational Student Organizations

Activity	Organization											
	DECA		FBLA		FFA		FHA/HERO		VICA		Overall	
	%P[a]	%A[b]	%P	%A	%P	%A	%P	%A	%F	%A	%P	%A
Conducts installation/initiation ceremonies	50	74	70	87	92	81	80	92	59	78	69	83
Professional meetings	69	70	88	88	93	81	74	91	77	81	77	82
Presentation by guest speakers	69	80	71	85	79	79	--	--	54	79	68	81
Recruitment activities/members	--	--	54	84	--	--	63	87	61	82	60	85
Social/recreational	61	82	64	90	75	91	--	--	57	84	64	90
Charitable	30	79	35	93	--	--	--	--	41	78	35	85
Parents night	57	56	48	80	93	96	81	95	51	85	66	84
Employer/employee function (promote teacher goodwill--FHA)	86	92	49	95	--	--	70	87	38	91	63	91
National Week activities	--	--	--	--	91	89	80	92	50	70	74	86
Career day	48	81	43	91	--	--	72	89	49	85	54	86
Leadership conference/workshop	71	91	78	96	69	81	47	89	70	93	66	90

Table (continued)

Activity	Organization										Overall	
	DECA		FBLA		FFA		FHA/HERO		VICA			
	%P[a]	%A[b]	%P	%A	%P	%A	%P	%A	%F	%A	%P	%A
State Conference/Convention	52	88	44	96	77	91	71	89	51	94	59	91
National Conference/Convention	36	86	31	94	66	81	--	--	43	87	43	86
Field trips	41	86	50	97	79	97	--	--	46	90	52	93
Fundraising	84	87	87	95	92	93	--	--	--	--	87	92
Trade show/conference/fairs (FFA)	63	58	39	85	60	95	56	88	47	79	53	75
Community service	52	82	61	87	65	87	68	92	50	82	59	88
Competitive events	56	84	80	94	86	95	--	--	50	79	68	89

a % participation.

b % of those participating which rated the activity average or worthwhile.

of the 18 activities. FFA student-members reported on 14 of the 18 activities; their participation was above the 50 percent level on all activities and above the 90 percent level for 5 activities. DECA student-members reported on 16 of the 18 activities with participation at or above the 50 percent level for 12 of the activities. VICA student-members reported on 17 of the 18 activities with participation at or above the 50 percent level for 11 of the activities. FHA/HERO student-members reported on 11 of the 13 activities with participation above the 50 percent level for 10 activities. FBLA student-members reported on 17 of the 18 activities with participation at or above the 50 percent level for 9 activities.

The student-members were asked to rate the effectiveness of the activities. The percent of student-member participants which judged activities to be average or worthwhile are listed in Table 3. An examination of the data indicated that 75 percent or more of the student-members rated the 18 activities to be average or worthwhile in value. The four activities most often rated effective were field trips, fund-raising, state conferences, and employer/employee functions.

Research Question Number Four. This research question stated: What are the benefits which motivate the student-members to become involved as identified by student-members and teacher-advisors of the vocational student organization? When the data were analyzed using content theme analysis for the open-ended question about becoming involved in the vocational student organization it was revealed that student-members of DECA, FFA, and to some extent FBLA were seeking occupational knowledge and experiences more than for the other two vocational student organizations. Other major themes evolved from this question included

"wanted to join/interested in club" (FBLA); "involvement/working with others" (FHA/HERO); and "competition" (VICA). Further examination of responses from student-members on why other student-members joined the vocational student organization indicated that the student-members of DECA and FFA perceived others becoming involved for occupational knowledge and experiences. Additionally the major theme of "to get out of school/class activities" was expressed by DECA student-members. FHA/HERO student-members perceived the theme of "social/recreational activities;" FBLA student-members perceived the theme "wanted to/or interested;" VICA student-members perceived the theme "competitive events" as to why other student-members affiliated with the vocational student organization.

In determining why the student-members join the vocational student organization, the teacher-advisors of DECA and VICA listed "competitive events" as the major theme. FBLA and FHA/HERO teacher-advisors listed the reputation of the organization as the major influence for student-members affiliating with the group and FFA teacher-advisors listed other members or friends as having the major influence on student-members joining the vocational student organization.

In determining what student-members liked best about the vocational student organization, the major theme identified by FBLA and FHA/HERO was "involvement, working, and/or association with other members." DECA and FFA student-members evolved the theme "occupational knowledge/experience" and VICA student-members indicated "competitive events" as what they liked best about the vocational student organization.

Teacher-advisors of DECA, FBLA, FFA, and VICA perceived "contests/competitive events" as the activity student-members liked best about the vocational student organization. FHA/HERO teacher-advisors identified

"leadership activities" as the major activity liked best about the vocational student organization.

Research Question Number Five. This research question stated: What recommendations for improving the vocational student organization are offered by the student-members and teacher-advisors? Examination of the themes expressed by student-members about the improvement of their particular organization revealed that all five vocational student organization student-members wanted "increased participation" and "more activities." An additional theme noted by FHA/HERO student-members was "attract more members." With the exception of VICA, vocational student organization teacher-advisors responded that activities of the organization can be improved by "involvement of more members." VICA teacher-advisors identified the themes of "improvement of teacher-advisor's knowledge of VICA" and "improvement of meetings."

Most teacher-advisors identified a need for their improvement as a vocational student organization teacher-advisor by the addition of course(s) or experiences in vocational student organization leadership training and operation; only the teacher-advisors of FFA listed this as a secondary concern. Refer to Appendix D for a listing of major themes by student-members for each vocational student organization. Refer to Appendix E for a listing of major themes by teacher-advisors for each vocational student organization.

Conclusions

1. The overall ratings for goal statements of all student-members and teacher-advisors was above 3.00. Therefore, it was concluded that the student-members and teacher-advisors in total perceived that the vocational student organizations in Missouri are in fact meeting the goals judged to be common to all organizations.

2. When the data for the goal statements were analyzed by responses from student-members within the vocational student organizations, not all responses were above a 3.00. Therefore, it was concluded that as perceived by student-members, the vocational student organizations individually are not all meeting all goals judged to be common to the vocational student organizations in Missouri.

3. Based on student-member responses, the vocational student organizations in Missouri are achieving greater success for the goals related to character development, occupational knowledge, recognition and social development, and leadership/followership. The areas of less success and which should be considered for improvement relate to the goals of cooperation, communication skills, and citizenship responsibility.

4. Overall, student-members reported 50 percent or greater participation for 16 of the 18 activities conducted by three or more of the organizations. Therefore, it was concluded that the activities of the vocational student organizations are congruent with the interests of a majority of the student-members when judged on the basis of participation.

5. Of the student-members who participated in activities of the vocational student organizations, 75 percent rated the activities to be average or worthwhile in value. Therefore, it was concluded that while the majority of student-members judged the activities of the vocational student organizations to be worthwhile the percent of participation could be increased.

6. Student-members and teacher-advisors identified common reasons about why students join the vocational student organization and the types of activities/experiences which would help to improve the vocational student organization. Therefore, it was concluded that there

was congruence between student-member and teacher-advisor perceptions of the functioning of the vocational student organizations in Missouri.

Discussion

A review of the demographic information collected from student-members provided a basis for additional comments. One question related to the years of membership for the student-member in the vocational student organization. This particular factor seemed to have a bearing on other responses. In most cases, FFA and FHA/HERO student-members were affiliated with their respective organization for a three or four year period. This was not true for student-members of the other vocational student organizations. It can be noted from the ratings of goal statements that FFA and FHA/HERO student-member ratings were highest for achievement of all goal statements. In addition, it was noted that FFA and FHA/HERO student-members held more offices and were more active in other organizations in the schools. The data would suggest that the involvement of the student-member in the vocational student organization over a four year period provided for a greater opportunity for student-members to develop those competencies related to leadership and personal development which are related to the major goals of the vocational student organizations.

The data related to membership in more than one vocational student organization indicated that some 35 percent of the student-members responding were a member of more than one vocational student organization. Examination of the data from the vocational student organizations suggested that two or three factors might be involved. Some student-members who were members of FFA and/or FHA/HERO during the first two years of their high school program would or could maintain membership when they enrolled in another vocational program and became a member of the voca-

tional student organization during their junior and/or senior year. Particularly, some student-members who attend area vocational-technical schools have this opportunity.

When student-members were asked if all students enrolled in the program should be members of the vocational student organization and if students should be currently enrolled to be a member of the vocational student organization, the responses varied by vocational student organizations. The responses would support what is in fact the vocational student organization's current policies and procedures at this time.

A look at those factors related to the goal statement of cooperation (i.e. conduct a meeting, parliamentary procedure), when compared to activities would indicate that those vocational student organizations which more often used installation ceremonies, initiation ceremonies, and official paraphernalia rated higher in terms of achieving the goal than those who did not.

The activities of the vocational student organizations included a nucleus of commonality. However, each vocational student organization, as should be the case, also has unique activities which were supported by the student-members. Overall, the participation of student-members in local activities is an area which should be examined. The rating of activities by student-members overall was acceptable. However, the fact that the activities may not have been acceptable to the non-participants must be considered. If this is the case, certain activities should be evaluated by each vocational student organization.

Recommendations

The following general recommendations were formulated as a result of this study:

1. The leadership in vocational-technical education in Missouri should continue to support and encourage the utilization of the vocational student organizations as an integral phase of the vocational education programs.

2. Steps should be undertaken to improve the preparation of teacher-advisors of vocational student organizations. This includes both pre-service and in-service programs. The wide range of possibilities for such programs includes one-day workshops, extension courses, weekend action laboratories, two-week summer institutes, and courses in formalized degree programs in vocational teacher education. Regardless of the type of organizational framework selected, the focus should be upon the specific goals of the organization and the activities to attain the goals. In addition there should be a balance between theory and practical application. Figure 1 presents the possible integration of theory and practical application at each level.

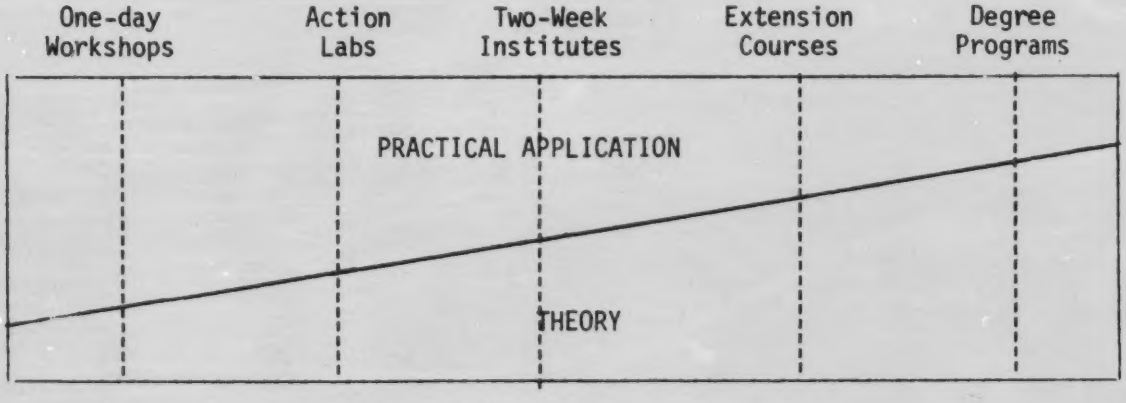

Figure 1

The Balance Between Theory and Practical Application in Teacher-Advisor Preparation Programs

3. That the following specific strategies be incorporated in the dissemination of this project:

A. The results of this project be provided to diffusion teams made up of persons responsible for the administration of vocational student organizations in local school districts and teacher-advisors of the specific vocational student organizations.

B. The instrument developed for this project be modified and adapted for use by local units of vocational student organizations as a planning and evaluation device. Local units of the vocational student organization would then be able to compare the attainment of goals versus the state data base as established by this project.

C. Specific experiences be provided to assist the teacher-advisors to improve and/or elaborate upon the delivery of activities to meet the goal areas of concern:

1. Cooperation
2. Communication skills
3. Citizenship responsibility

D. Specific experiences be provided to assist the teacher-advisors to enrich the delivery of activities in the goal areas of:

1. Recognition and Social Development
2. Occupational Knowledge
3. Character Development
4. Leadership/Followership

E. That strategies 3C and 3D be implemented as discussed in Recommendation 2.

APPENDICES

APPENDIX A

LOCAL UNITS SELECTED TO PARTICIPATE BY VOCATIONAL STUDENT ORGANIZATION

LOCAL UNITS OF DECA SELECTED TO PARTICIPATE

Aurora High School

Carthage AVTS

Clinton AVTS

Hickman High School
(Columbia)

Carl Junction High School

Caruthersville High School

Lake AVTS
(Camdenton)

McCluer North High School
(Florissant)

Grandview High School

Northwest High School
(House Springs)

Hazelwood Central High School

William Chrisman High School
(Independence)

Kennett AVTS

Paseo High School
(Kansas City)

Center High School
(Kansas City)

Lamar AVTS

Laclede Co. AVTS
(Lebanon)

Liberty High School

Moberly AVTS

Maysville High School

Marshall AVTS

Neosho High School

Nevada AVTS

Ozark High School

Pacific High School

Reeds Spring AVTS

Beaumont High School
(St. Louis)

Central High School
(St. Louis)

Seymour High School

Versailles High School

Waynesville AVTS

Webster Groves High School

Windsor High School

LOCAL UNITS OF FBLA
SELECTED TO PARTICIPATE

Southern Boone Co.
(Ashland)

Archie High School

Ash Grove High School

Twin Rivers High School
(Brosely)

Buther High School

Boonslick AVTS
(Boonville)

Parkway West High School
(Ballwin)

Hickman High School
(Columbia)

Caruthersville High School

Highland High School
(Ewing)

North St. Francis High School
(Desloge)

Knox Co. R-1 High School
(Edina)

Excelsior Springs AVTS

Fair Grove High School

Mid-Buchanan Co. High School
(Faucett)

Green City High School

Greenfield High School

Hannibal AVTS

Dunklin R-5 High School
(Herculaneum)

Jefferson City High School

Blair Oaks High School
(Jefferson City)

North Calloway R-1 High School
(Kingdom City)

Kirksville AVTS

Laclede Co. AVTS
(Lebanon)

Macon AVTS

Marionville High School

Montgomery Co. R-2 High School

Newburg High School

Parkview High School
(Springfield)

Rolla AVTS

Roosevelt High School
(St. Louis)

Pattonville High School
(Maryland Heights)

Francis Howell High School
(St. Charles)

Cape Girardeau Central High School

Maries Co. R-1 High School
(Vienna)

Fatima High School
(Westphalia)

Winona High School

Columbia Area Career Center
(Columbia)

LOCAL UNITS OF FFA
SELECTED TO PARTICIPATE

Southern Boone Co.
(Ashland)

Albany High School

Ava High School

Brunswick High School

Maries Co. High School
(Belle)

Twin Rivers High School
(Brosely)

Bakersfield High School

Kelly High School
(Benton)

Bernie High School

Billings High School

Bloomfield High School

Cameron High School

Centralia High School

Laclede Co. High School
(Conway)

Carthage AVTS

Carl Junction High School

Clever High School

Crane High School

Delta High School
(Deering)

Lakeland High School
(Deepwater)

Diamond High School

Highland High School
(Ewing)

North Harrison Co. High School
(Eagleville)

Richland (Essex)

Fair Grove High School

Fredericktown High School

Fairfax High School

Greenfield High School

Gainesville High School

E. Buchanon Co. R-1 High School
(Gower)

Grundy Co. R-5 High School
(Galt)

Hannibal AVTS

Hardin Central High School
(Hardin)

Hartville R-2 High School

J.C. Penney High School
(Hamilton)

Jamesport High School

Moniteau Co. R-1 High School
(Jamestown)

King City R-1 High School

Community R-6 High School
(Laddonia)

LOCAL UNITS OF FFA (con't)
SELECTED TO PARTICIPATE

Liberty High School

Woodland High School
(Lutesville)

Lexington La-Ray AVTS

Liberal High School

Moberly AVTS

Mt. Vernon High School

Mt. Grove AVTS

Holt High School
(Mound City)

Northwest Missouri AVTS
(Maryville)

Oran High School

Perryville AVTS

Paris High School

Plattsburg High School

Cole Co. R-1 High School
(Russelville)

Logan Rogersville High School
(Rogersville)

Sarcoxie High School

Sum[illegible]sville High School

So[illegible] Shelby High School
(Shelbina)

Tarkio R-1 High School

Putnam Co. R-1 High School
(Unionville)

Skyline-Urbana High School
(Urbana)

Fayette R-3 High School

Dallas County AVTS
(Louisburg)

Rolla AVTS

LOCAL UNITS OF FHA/HERO
SELECTED TO PARTICIPATE

Southern Boone Co.
(Ashland)

Archie High School

Aurora High School

Miami High School
(Amoret)

South Iron Co. High School
(Annapolis)

Appleton City

Atlanta High School

Maries Co. High School
(Belle)

Butler High School

Buffalo High School

Bismarck High School

Gasconade High School
(Bland)

Bourbon High School

Bowling Green High School

Carl Junction High School

Mark Twain High School
(Center)

Campbell High School

Canton High School

Clever High School

Delta High School
(Deering)

Dadeville High School

Fair Grove High School

Fredericktown High School

Fair Play R-2 High School

Green City High School

Greenfield High School

Grandview High School

Gainesville High School

E. Buchanon Co. High School
(Gower)

Gallatin High School

Howard Co. R-2 High School
(Glascow)

Golden City High School

Hardin Central High School
(Hardin)

Dunklin R-5 High School
(Herculaneum)

North Nodaway Co. High School
(Hopkins)

Arcadia Valley High School
(Ironton)

Jamesport High School

Jackson High School

Jasper Co. R-5 High School

Chester R. Anderson Pre. Voc.
(Kansas City)

Winnetonka High School
(Kansas City)

Parkhill R-5 High School
(Kansas City)

School of the Osage High School
(Lake Ozark)

LOCAL UNITS OF FHA/HERO (con't)
SELECTED TO PARTICIPATE

Community R-6 High School
(Laddonia)

Woodland R-4 High School
(Lutesville)

Laquey R-5 High School

Lincoln R-2 High School

Maysville High School

Mt. Vernon High School

Mt. Grove AVTS

Marceline R-5 High School

Meadville R-4 High School

Northwestern R-1 High School
(Mendon)

Monroe City High School

Monett High School

Mexico High School

New Madrid AVTS

Ft. Zumwalt High School
(O'Fallon)

Cooper Co. C-4 High School
(Pilot Grove)

Purdy R-2 High School

Puxico R-8 High School

Parkview High School
(Springfield)

Rolla AVTS

Sarcoxie High School

Beaumont High School
(St. Louis)

Pattonville High School
(Maryland Heights)

Scott City High School

Silex R-1 High School

Slater High School

Iron Co. C-4 High School
(Viburum)

Webb City High School

N. Pemiscott R-1 High School
(Wardell)

Fatima High School
(Westphalia)

Waynesville High School

O'Fallon Tech
(St. Louis)

Clinton High School

Pierce City R-6 High School

LOCAL UNITS OF VICA SELECTED TO PARTICIPATE

Carthage AVTS

Chillicothe AVTS

Clinton AVTS

Lake AVTS
(Camdenton)

Arcadia Valley AVTS
(Ironton)

Franklin AVTS
(Joplin)

Kennett AVTS

Lamar AVTS

Laclede Co. AVTS
(Lebanon)

Nevada AVTS

New Madrid AVTS

Perryville AVTS

Poplar Bluff AVTS

Rolla AVTS

Sikeston AVTS

N.S. Hillyard Tech. School
(St. Joseph)

State Fair AVTS
(Sedalia)

Current River AVTS
(Doniphan)

O'Fallon Tech. School
(St. Louis)

Brookfield AVTS

Lead Belt AVTS
(Bonne Terre)

Pike and Lincoln AVTS
(Eolia)

Columbia Area Career Center
(Columbia)

APPENDIX B

GOALS AND OBJECTIVES OF

VOCATIONAL STUDENT ORGANIZATIONS

GOALS AND OBJECTIVES OF DECA

1. Develop leadership characteristics.
2. Develop self-confidence and/or self-acceptance.
3. Develop a greater understanding of our free, competitive, enterprise system.
4. Further develop occupational competencies needed for careers in marketing, merchandising, and management.
5. Develop high ethical standards in personal and business relationships.
6. Develop effective interpersonal relationships.
7. Develop a greater awareness of career opportunities in marketing and distribution.
8. Develop greater proficiency in communication.
9. Develop greater appreciation of the responsibilities of citizenship.
10. Develop a healthy competitive spirit.
11. Develop social and business etiquette.
12. Participate in planned social activities.

Adopted by the DECA, Inc. Board of Directors in 1977 from the Corbin study.

GOALS AND OBJECTIVES OF FBLA

1. Develop competent, agressive business leadership.
2. Strengthen the confidence of students in themselves and their work.
3. Create more interest in and understanding of American business enterprise.
4. Encourage members in the development of individual projects which contribute to the improvement of home, business and community.
5. Develop character, prepare for useful citizenship, and foster patriotism.
6. Encourage and practice efficient money management.
7. Encourage scholarship and promote school loyalty.
8. Assist students in the establishment of occupational goals.
9. Facilitate the transition from school to work.

Official FBLA Manual

GOALS AND OBJECTIVES OF FFA

1. To develop competent and aggressive agricultural leadership.
2. To create and nurture a love of agricultural life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual occupational experience programs in agriculture and establishment in agricultural careers.
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertakings for the improvement of the industry of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

Official FFA Manual

GOALS AND OBJECTIVES OF FHA/HERO

1. To provide opportunities for self-development and preparation for family and community living and for employment.

2. To strengthen the function of the family as the basic unit of society.

3. To encourage democracy through cooperative action in the home and community.

4. To encourage individual and group involvement in helping achieve world-wide brotherhood.

5. To institute programs promoting greater understanding between youth and adults.

6. To provide opportunities for decision making and for assuming responsibility.

7. To become aware of the multiple roles of men and women in today's society.

8. To develop interest in home economics, home economics careers and related careers.

Official FHA/HERO Manual

GOALS AND OBJECTIVES OF VICA

1. To unite in a common bond all students enrolled in trade, industrial, technical and health education.
2. To develop leadership activities through participation in educational, vocational, civic, recreational, and social activities.
3. To foster a deep respect for the dignity of work.
4. To assist students in establishing realistic vocational goals.
5. To help students attain a purposeful life.
6. To create enthusiasm for learning.
7. To promote high standards in trade ethics, workmanship, scholarship and safety.
8. To develop the ability of students to plan together, organize, and carry out worthy activities and projects through use of the democratic process.
9. To foster a wholesome understanding of the functions of labor and management organizations and a recognition of their mutual independence.
10. To create among students, faculty members, patrons of the school and persons in business and labor a sincere interest in and esteem for trade, industrial, technical and health education.
11. To develop patriotism through a knowledge of our Nation's heritage and the practice of democracy.
12. To reduce the rate of accidents among youth by promoting safety in the shops, classrooms, on the job, and on the highways.
13. To give the general public an awareness of the good work that youth engaged in industrial education are doing not only to better themselves, but also their community, state, nation and world.
14. To provide "an opportunity for every VICA member to achieve and win recognition for achievement."
15. Encourage excellence in both skill training and club work.
16. Derive "personal enrichment" from competition activities "through a developing enthusiasm for learning and a sense of accomplishment."

17. "Recognition of the student's skills and abilities" through competition activities "which lead him to appreciate and develop good craftsmanship."

18. "Stimulate the interests of students and community in industrial-technical training" through competitive activities.

Vocational Industrial Clubs of America Handbook (p. 62, 78-80)

APPENDIX C

MATRIX OF GOAL STATEMENTS

Matrix of Goal Statements

GOAL STATEMENTS	DECA	FBLA	FFA	FHA/ HERO	VICA
Leadership/Followership	1	1	1	6	2
Citzenship Responsibility	9	4, 5	6, 8, 10	2, 3, 4, 7	9, 11, 15, 16, 17, 18
Recognition/Social Development	6, 10, 11, 12	2, 7	12	5, 6	2, 8, 14
Occupational Knowledge	3, 4, 7	3, 6, 7, 8	2, 4, 5, 7, 11	1, 8	3, 4, 6, 7, 9, 10, 12, 15, 17
Communication Skills	1, 6, 8	1	1	6	2
Character Development	2, 5	2, 5, 9	3, 8, 9	1	1, 5, 8, 13
Cooperation	6		9		8

NOTE: Numbers indicate goal number as listed by each vocational student organization in Appendix B.

APPENDIX D

THEMES OF STUDENT-MEMBERS BY VOCATIONAL STUDENT ORGANIZATIONS

FIVE MOST POPULAR STUDENT-MEMBER THEMES BY ORGANIZATION

QUESTION: WHY DID YOU JOIN?

THEME	DECA	FBLA	FFA	FHA/ HERO	VICA
	N	N	N	N	N
Occupational knowledge/ experience	218	120	210	82	48
Wanted to join/interested in club	74	103	37	59	64
Social/recreational activities	*	32	*	96	53
Involvement, working with others	42	27	*	100	29
Required to join	67	37	30	42	*
Competition	*	*	*	*	77
Out of school/class	71	*	*	*	*
From farm background	*	*	35	*	*
Leadership training/ activities	*	*	38	*	*

* Was not one of the top five themes for that organization.

FIVE MOST POPULAR STUDENT-MEMBER THEMES BY ORGANIZATION

QUESTION: WHY DO OTHER JOIN?

THEME	DECA	FBLA	FFA	FHA/ HERO	VICA
	N	N	N	N	N
Occupational knowledge/ experience	159	72	126	*	37
Social/recreational activities	43	57	57	133	51
Out of school/class	142	*	26	*	*
Involvement with other members	*	28	*	96	37
Wanted to/or interested	*	92	24	79	57
Required to join	70	37	*	45	*
Competitive events	*	*	*	*	71
Leadership activities	*	*	*	43	*
Credit	26	*	*	*	*
From farm background	*	*	40	*	*

* Was not one of the top five themes for that organization.

FIVE MOST POPULAR STUDENT-MEMBER THEMES BY ORGANIZATION

QUESTION: WHAT DO YOU LIKE MOST ABOUT YOUR VSO CHAPTER/CLUB?

THEME	DECA	FBLA	FFA	FHA/ HERO	VICA
	N	N	N	N	N
Involvement, working, and/or association with other members	124	154	102	205	137
Occupational knowledge/ experience	190	71	133	*	*
Social/recreational activities	*	51	*	110	43
Leadership activities	*	*	62	140	74
Competitive events/contests	109	69	83	*	142
General activities	120	64	124	130	83
Out of school activities	88	*	*	*	*
Civic/service/benevolent activities	*	*	*	107	*

* Was not one of the top five themes for that organization.

FIVE MOST POPULAR STUDENT-MEMBER THEMES BY ORGANIZATION

QUESTION: WHAT DO YOU LIKE LEAST ABOUT YOUR VSO CHAPTER/CLUB?

THEME	DECA	FBLA	FFA	FHA/ HERO	VICA
	N	N	N	N	N
Not enough activities	58	47	*	60	67
Not enough student involvement and/or participation	49	70	59	116	45
Meetings	*	58	24	71	40
Lack of organization	*	*	*	*	27
Classwork	68	*	33	*	*
Dues/cost	27	*	*	*	*
Fund-raising	21	20	*	30	*
Not enough members	*	20	*	46	*
Don't like some members	*	*	29	*	33
Lack of administration support	*	*	22	*	*

* Was not one of the top five themes for that organization.

FIVE MOST POPULAR STUDENT-MEMBER THEMES BY ORGANIZATION

QUESTION: WHAT ACTIVITIES DO YOU FEEL YOUR ADVISOR THINKS ARE MOST IMPORTANT?

THEME	DECA	FBLA	FFA	FHA/ HERO	VICA
	N	N	N	N	N
Contests/competitive events	235	175	178	*	149
Leadership activities, including conferences, etc.	43	37	65	102	15
Fund-raising activities	65	64	*	50	35
Civic/service/benevolent activities	*	*	37	157	*
Banquets and recognition	68	*	52	61	*
General activities	*	*	*	*	25
Occupational knowledge/ experience	77	19	34	*	*
Involvement with others	*	17	*	*	21
Meetings	*	*	*	33	*

* Was not one of the top five themes for that organization.

FIVE MOST POPULAR STUDENT-MEMBER THEMES BY ORGANIZATION

QUESTION: WHAT RECOMMENDATIONS WOULD YOU MAKE TO IMPROVE YOUR CHAPTER/CLUB?

THEME	DECA	FBLA	FFA	FHA/ HERO	VICA
	N	N	N	N	N
Increase participation	68	95	73	117	33
Have more activities	72	52	36	69	60
Attract more members	28	39	*	67	*
More contests/competitive events	*	*	*	*	18
Organization of chapter/club	27	*	*	*	*
More professional/leadership activities	24	*	23	*	27
Increase/improve meetings	*	30	*	28	35
Improve facilities	*	33	*	*	*
Increase occupational knowledge/ experiences	*	*	19	*	*
More civic/service/benevolent activities	*	*	25	*	*

* Was not one of the top five themes for that organization.

APPENDIX E

THEMES OF TEACHER-ADVISORS BY VOCATIONAL STUDENT ORGANIZATIONS

THREE MOST POPULAR TEACHER-ADVISOR THEMES BY ORGANIZATION

QUESTION: IN YOUR OPINION, WHY DO MOST (PROGRAM AREA) STUDENTS JOIN THE (VSO) CHAPTER/CLUB?

THEME	DECA	FBLA	FFA	FHA/ HERO	VICA
	N	N	N	N	N
Other members and friends	*	*	14	10	3
Contests/competitive events	5	4	*	*	7
Reputation of organization	*	9	9	12	*
Had to join/required/expected	4	6	*	*	*
General activities	*	4	8	12	*
Recreational/social activities	4	*	*	*	*
Leadership activities	*	4	*	*	*
Advisor	*	*	*	*	3

* Was not one of the top three themes for that organization.

FIVE MOST POPULAR TEACHER-ADVISOR THEMES BY ORGANIZATION

QUESTION: WHAT DO YOU BELIEVE THE STUDENT-MEMBERS OF THE VSO CHAPTER/ CLUB LIKE BEST ABOUT THE ORGANIZATION

THEME	DECA	FBLA	FFA	FHA/ HERO	VICA
	N	N	N	N	N
Contests/competitive events	14	15	23	*	21
Leadership activities (Professional meetings, conferences)	9	9	23	24	*
Recreational/social activities	12	9	*	24	6
General activities of the VSO	6	5	17	19	4
Field trips	*	9	5	15	6
Other members in the organization	*	*	*	*	7
Fund-raising activities	7	*	*	*	*
Gaining recognition	*	*	14	*	*
Service/benevolent/community activities	*	*	*	7	*

* Was not one of the top five themes for that organization.

THREE MOST POPULAR TEACHER-ADVISOR THEMES BY ORGANIZATION

QUESTION: WHAT DO YOU BELIEVE THE STUDENT-MEMBERS OF THE VSO CHAPTER/ CLUB LIKE LEAST ABOUT THE ORGANIZATION?

THEME	DECA	FBLA	FFA	FHA/ HERO	VICA
	N	N	N	N	N
Meetings (time of/don't like)	6	11	*	16	*
Working activities (i.e. setting up and/or cleaning up)	*	7	12	11	*
Fund-raising activities	5	6	10	8	*
Conflicts (schedules, etc)	9	*	*	*	*
Lack of involvement of other members	*	*	*	8	*
Formality of organization (official dress, ceremonies, parliamentary procedures)	*	*	16	*	4
Dues/cost	*	*	*	*	6
Advisors	*	*	*	*	5

* Was not one of the top three themes for that organization.

THREE MOST POPULAR TEACHER-ADVISOR THEMES BY ORGANIZATION

QUESTION: WHAT (VSO) ACTIVITIES DO YOU BELIEVE ARE THE MOST IMPORTANT TO THE STUDENT-MEMBERS?

THEME	DECA	FBLA	FFA	FHA/ HERO	VICA
	N	N	N	N	N
Contests/competitive events	14	13	23	*	4
Community/service activities	7	8	*	22	4
Leadership development	*	6	16	22	12
Recreational/social activities	*	*	17	20	5
Banquet	7	*	*	*	*

* Was not one of the top three themes for that organization.

THREE MOST POPULAR TEACHER-ADVISOR THEMES BY ORGANIZATION

QUESTION: HOW CAN LOCAL VSO CHAPTER/CLUB ACTIVITIES BE IMPROVED?

THEME	DECA	FBLA	FFA	FHA/ HERO	VICA
	N	N	N	N	N
More involvement of members	7	11	22	18	4
More or better planning	4	5	5	*	*
More leadership development	*	*	7	9	4
Student conflicts removed	*	5	*	9	*
More or better meetings	4	*	*	*	5
Improve advisor's knowledge of the VSO	*	*	*	*	6

* Was not one of the top three themes for that organization.

THREE MOST POPULAR TEACHER-ADVISOR THEMES BY ORGANIZATION

QUESTION: WHAT VSO ACTIVITIES DO YOU CONSIDER APPROPRIATE TO BE HELD DURING CLASSROOM INSTRUCTIONAL TIME?

THEME	DECA	FBLA	FFA	FHA/ HERO	VICA
	N	N	N	N	N
General activities of the organization	5	4	27	14	*
Chapter/club meetings	4	10	*	*	5
Contests/competitive events	9	*	11	*	7
Leadership development activities (special programs, guest speakers, parliamentary procedure, Encounter/Impact)	*	8	20	21	6

* Was not one of the top three themes for that organization. A third theme was not identified for FHA/HERO teacher-advisors.

THREE MOST POPULAR TEACHER-ADVISOR THEMES BY ORGANIZATION

QUESTION: WHAT ADDITIONAL COURSE WORK OR EXPERIENCES DO YOU BELIEVE ARE NEEDED?

THEME	DECA	FBLA	FFA	FHA/ HERO	VICA
	N	N	N	N	N
Workshops and leadership training on VSO	10	13	8	22	11
Technical related experiences	4	2	8	*	1
Miscellaneous	9	10	23	20	11

* Was not one of the top three themes for that organization. A third theme was not identified for FHA/HERO teacher-advisors.

APPENDIX F

LETTER REQUESTING PERMISSION TO

CONDUCT STUDY IN LOCAL SCHOOLS

College of Education

UNIVERSITY OF MISSOURI-COLUMBIA

Department of Practical Arts and Vocational-Technical Education
Marketing Education

6th & Stewart
Columbia, Missouri 65211
Telephone (314) 882-6058

February 22, 1982

A vocational student organization project is being conducted by the Department of Practical Arts and Vocational-Technical Education (PAVTE), College of Education of the University of Missouri-Columbia. The following vocational student organization(s) in your school were randomly selected for participation in this study:

This study is designed to survey the student-members and teacher-advisors of the five secondary vocational student organizations in Missouri (DECA, FBLA, FHA/HERO, FFA, and VICA). The purpose of this study is to determine the extent to which both student-members and teacher-advisors feel the goals and objectives of their respective organization are being met. It also is intended to identify the activities of their organization and compare them with the interests and concerns of student-members. The information gathered will be used to develop strategies which will improve the effectiveness of vocational student organizations and the over-all quality of vocational education in Missouri.

The cooperation of school administrators, counselors, teachers, and students is a very critical element in the success of this project. Therefore, we would appreciate your decision to allow the above mentioned vocational student organization(s) to participate in this study.

The following is a brief outline of the activities that would take place in the conducting of this study:

1. The teacher-advisor and twelfth grade student-members of the vocational student organization(s) will be asked to respond to the survey instrument.

2. Someone other than the teacher-advisor of the organization will be asked to administer the instrument to the student-members.

an equal opportunity institution

3. Upon completion of the survey, all instruments will be forwarded (pre-paid) to the project staff. Names and schools will not be reported individually, but only as over-all statistics to ensure confidentiality.

4. From the field test conducted of this instrument, it has been determined that approximately 30 minutes is needed to complete the survey instrument.

A member of the Project Staff from the University will be contacting you within the next few days to obtain your approval for the conducting of this study at your school. Your consideration in allowing the student-members and teacher-advisors to participate is greatly appreciated. If you have any additional questions prior to our telephoning you, please feel free to contact one of the following individuals listed below for additional information. Our telephone number is (314) 882-[illegible]37. We look forward to working with you on this important project in vocational education.

Sincerely,

Cliff Smith
Project Co-Director
Assistant Professor
Marketing Education

Bob Stewart
Project Co-Director
Professor
Agricultural Education

cc: Superintendent

PROJECT STAFF MEMBERS

Cliff Smith
Bob Stewart
Rick Mihalevich
Wally Holmes

APPENDIX G

ADMINISTRATOR'S COVER LETTER

AND INSTRUCTIONS

TO: Administrator of the Vocational Student Organization Student-Member and Teacher-Advisor Questionnaires

FROM: Vocational Student Organization Project Staff, University of Missouri-Columbia

RE: Instructions

Thank you for agreeing to assist us in conducting this study on Vocational Student Organizations in Missouri. Your cooperation is greatly appreciated.

In this packet you will find the following:

_____ STUDENT-MEMBER QUESTIONNAIRES

_____

_____ TEACHER-ADVISOR QUESTIONNAIRES

_____

A SELF ADDRESSED POSTAGE PAID ENVELOPE

DIRECTIONS FOR ADMINISTERING THE STUDENT-MEMBER QUESTIONNAIRES

1. Schedule a time when all TWELFTH (12th) GRADE STUDENT-MEMBERS of the above organization(s) will be meeting. This may be a meeting of the group or during a class when all student-members are together.

2. Briefly explain the purpose of the study. This purpose of this study is to determine the extent to which student-members of Vocational Student Organizations feel the goals and objectives of their respective organization are being met. It is also intended to identify the activities of their organization and compare them with the interests and concerns of the student-members. The information gathered will be used to improve the over-all effectiveness of vocational student organizations in Missouri.

3. Ensure the student-member that they will not have to identify themselves. Names and schools will not be reported individually, but only as over all statistics to ensure confidentiality.

4. It will take approximately 30 minutes for the student-members to complete the questionnaire.

STUDENT-MEMBER INSTRUCTIONS

There are three parts to the questionnaire. Have students read the directions carefully on how to determine their answers for each part of the questionnaire.

PART I: Demographic information and their involvement with their particular organization and their feelings/beliefs about certain aspects of the organization.

PART II: Their feeling/belief on how the vocational student organization has or has not benefited them as a student-member.

PART III: Their feeling/belief toward particular activities of their respective vocational student organization.

TEACHER-ADVISOR INSTRUCTIONS

1. Ensure the teacher-advisor that they will not have to identify themselves. Names and schools will not be reported individually, but only as over-all statistics to ensure confidentiality.

2. There are three parts to the questionnaire. The teacher-advisor should read the directions carefully on how to determine their responses for each part of the questionnaire.

   PART I: Demographic information and their involvement with their particular organization and their feelings/beliefs about certain aspects of the organization.

   PART II: Their feeling/belief on how the vocational student organization has or has not benefited their student-members.

   PART III: Their feeling/belief toward particular activities conducted by their respective vocational student organization.

UPON COMPLETION OF THE QUESTIONNAIRES

Please place the completed student-member and teacher-advisor questionnaires and this instruction sheet into the self-addressed postage paid envelope provided and return to the project staff.

NOTE: THE RETURN POSTAGE ON THE ENVELOPE HAS BEEN ESTIMATED FOR THE RETURN OF THE COMPLETED QUESTIONNAIRES. HOWEVER, IF ADDITIONAL MATERIALS ARE ADDED, PLEASE WEIGH THE MATERIALS AND ADD MORE POSTAGE IF NECESSARY. WE WILL GLADLY REIMBURSE YOU FOR THIS EXPENSE.

COMPLETION DATE

If possible, please return the completed questionnaires back to the project staff by APRIL 15, 1982.

ADDITIONAL INFORMATION

If you have any additional questions or problems, please feel free to contact one of the project staff listed below at (314) 882-6057.

PROJECT STAFF: Cliff Smith, Bob Stewart, Rick Mihalevich, Wally Holmes

Again, thank you for assisting us.

ATTACHMENT SECTION 1

PROCEDURES

PROCEDURES

The development of the questionnaire required a review of literature, development of questions, potential statements and activities, and development of potential clusters for goals. Verification activities included revisions by the project steering committee.

Review of Literature

The first step in the development of the questionnaire was to review the literature and research to provide an overview of the vocational student organizations selected for analysis and to develop a list of questions, potential statements and activities that related to the goals and objectives of each vocational student organization. Resources utilized in reviewing the literature for these purposes were AMERICAN DOCTORAL DISSERTATION INDEX, BUSINESS EDUCATION INDEX, DISSERTATION ABSTRACTS, EDUCATION INDEX, READER'S GUIDE TO PERIODICAL LITERATURE, ERIC, AIM-ARM, DATRIX, books, monographs, unpublished dissertations, phamphlets, and related materials published by each vocational student organization on the state and national levels.

Development of Questions, Statements, and Activities

The development of questions, statements, and activities included a process of recording potential statements on cards. Each time a specific statement related to a vocational student organization was identified from the literature or research that indicated it was related to the goal or objectives of the vocational student organization, the statement was recorded on a 3 x 5 inch card which resulted in the accumulation of over 300 potential questions, statements, and activities.

The statements were then reviewed for duplication which reduced the number of potential questions, statements, and activities to approximately 150. The remaining questions, statements and activities were then reviewed by the project steering committee composed of the five state advisors from each of the vocational student organizations selected for analysis, the Executive Director of the Missouri State Advisory Council for Vocational Education, and the Project Monitor from the Research Coordinating Unit of the State Department of Elementary and Secondary Education.

Development of Potential Clusters

For purposes of this study, questions, statements, and activities were grouped into eight clusters judged to be shared by the vocational student organizations. The clusters utilized were:

1. Leadership and Followership
2. Citizenship Responsibilities
3. Character Development
4. Social Development
5. Occupational Knowledge
6. Recognition
7. Communication Skills
8. Cooperation

Refer to Appendix B for a listing of each vocational student organization's goals and objectives. Refer to Appendix C for the goal matrix utilized for this study.

Verification of Questionnaire

The project steering committee assisted in the verification of the questionnaire for purposes of this study. There were five purposes for

utilizing the project steering committee: (1) to determine if the questions, statements, and activities were easily understood; (2) to determine if the questions, statements, and activities were discreet; (3) to determine if there were additional questions, statements, and activities appropriate to each of the vocational student organizations which were not included in the original listings; (4) to determine if the questions, statements, and activities were grouped appropriately in one of the eight clusters; and (5) to determine if the instrument was appropriate including directions, rating scales, and background information.

FIELD TEST OF THE QUESTIONNAIRES

Upon completion of the work with the project steering committee, the investigators conducted a field test of the questionnaires with a local unit of each vocational student organization. The local units who participated in the field test were not selected to participate in the study and were in close geographical proximity to the investigators of this study.

The school principal of the field test units were contacted by a personal phone call by the investigators seeking their participation in the field study. Upon approval by the principal, the local teacher-advisors were requested to provide a time when the investigators could conduct an on-site field test of the questionnaires.

The following activities were carried out as part of the field test process:

Orientation to the Research Study: The purposes of the research study and the intended outcomes were explained to the participants of the local units of each vocational student organization.

Activity One: Each participant was asked to read through the questionnaire and provide responses as explained by the directions on the questionnaire. If a participant did not understand the directions, they were instructed to raise their hand, and the on the on-site investigator would assist them. At this time the on-site investigator made a notation of the problem encountered by the participant.

Activity Two: Each participant was timed, as to the amount of minutes that it took to complete the questionnaire. It was noted that in all five field test sites, the average time to complete the questionnaire was approximately 23 minutes.

Activity Three: Each participant was asked to identify any additional activities they engaged in that was not listed in the activity section of the questionnaire. Additional activities were noted by the on-site investigator.

Based upon the suggestions of the participants at the field test sites, the question involving participation in other school related organizations was redesigned to facilitate the answering of this question. Additional activities specifically designed for a particular vocational student organization were added to the original list for purposes of that organization.

PREPARATION OF THE FINAL QUESTIONNAIRES

Upon completion of the work with the field test site participants, the investigators prepared the final questionnaire. The final questionnaire for the student-members consisted of three parts. Part I consisted of demographic information and open-ended questions designed to elicit specific responses pertinent to the goals and activities of the vocational student organization and the interest and concerns of the

student-members. Part II consisted of the statements related to the goal or objectives of the vocational student organization. Part III consisted of the activities conducted by the vocational student organization.

In order to increase the validity of Parts II and III of the questionnaire, specific criteria were developed to describe each of the points on the rating scale. The descriptors for each response for Part II on the questionnaire were as follows:

STRONGLY AGREE.....I TOTALLY SUPPORT and believe that this statement is TRUE.

AGREE.....I SUPPORT and/or believe that this statement is PARTIALLY TRUE.

DISAGREE.....I FIND LITTLE TO SUPPORT and/or believe that this statement is PARTIALLY FALSE.

STRONGLY DISAGREE.....I CANNOT SUPPORT and believe that this statement is FALSE

The descriptors for each response for Part III on the questionnaire were as follows:

SUPER.....this activity or project was WORTHWHILE and should be a regular activity each year.

O.K.....this activity or project was AVERAGE and should be considered when planning activities for next year.

BORING.....this activity or project was MARGINAL and needs some changes before considered for a future chapter function.

FLOP.....this activity or project was USELESS and needs to be changed before being considered for a future chapter function.

I DID NOT PARTICIPATE.this activity or project was conducted or participated in by the chapter, but I DID NOT PARTICIPATE OR ATTEND.

CHAPTER DID NOT PARTICIPATE.....this activity or project WAS NOT CONDUCTED or PARTICIPATED in by the chapter.

A similar questionnaire was developed for the teacher-advisors of each vocational student organization. The major differences between the student-member questionnaire and teacher-advisor questionnaire were in the open-ended questions. Specifically, teacher-advisors were asked to respond to questions in regard to the number of years in teaching, formal training to work with a vocational student organization, if the the teacher-advisor was a former member of a vocational student organization, extra compensation, and perceived barriers encountered as a vocational student organization sponsor. In regard to the activities section of the questionnaire, the teacher-advisors were not asked to rate the activity, but whether or not the activity was available for student members of the vocational student organization.

The questionnaires, including directions and explanations of rating scales, were printed. A number coding system was developed by the investigators for use in indentifying nonrespondent local units for followup purposes. A copy of each vocational student organization's questionnaire (student-member and teacher-advisor) appears in the Attachment Section entitled "Instruments."

COLLECTION OF THE DATA

Prior to the potential respondents receiving the questionnaires, a letter was mailed to each local unit's school principal requesting permission to conduct the study of the specific vocational student organization. A carbon copy of the letter was also submitted to the superintendent of the local school district. A copy of the letter mailed to principals and superintendents appears in Appendix F.

Approximately one week following the mailing of the letter, a personal phone call was made by a member of the project staff to the principal to

formalize the conducting of the study within their school district. Information obtained during the phone conversation was (1) the name of the person within the local school to administer the questionnaires other than the teacher-advisor of the vocational student organization; (2) the approximate number of 12th grade members of the specific vocational student organization at their school; and (3) verification of the mailing address of the school.

Following the phone call, the person designated by the principal as the administrator of the questionnaires was mailed a cover letter detailing the procedures for administering the questionnaires, identifaction of the number of questionnaires enclosed for a specific vocational student organization's student-members, the number of questionnaires enclosed for the teacher-advisor(s) of the vocational student organization. A copy of the cover letter and directions appears in Appendix G. The administrator was also informed in the cover letter that the names, schools, and responses of the participants would be kept confidential and would not be identified in the analyses. A stamped return-addressed envelope was provided to the administrator for returning the questionnaires to the investigators. After two weeks, nonrespondents to the questionnaires received a follow-up phone call in order to solicit the return of the questionnaires.

ANALYSIS OF THE DATA

The analyses of the data were made in three major sections. The first two sections involved selected subprograms of the Statistical Analysis System (SAS). First, descriptive data for all vocational student organizations and for each identified vocational student organization were reported by frequencies and percentages and cross-tabs were generated.

Second, data were treated in terms of reliability for both student-members and teacher-advisors. In addition, the data were analyzed using analysis of variance and least square means procedures at the .05 level of significance.

In the third section, content theme analysis was conducted on the open-ended questions for both student-members and teacher-advisors. A coding system was developed whereby the raw data were systematically transformed and aggregated into units which permitted precise description of relevant content characteristics. The method of measuring the characteristics of the content chosen for this study was a frequency count. The investigators assumed that the frequency with which the perception appeared is a valid indicator of concern, focus of attention, intensity, value, and importance. The investigators also assumed that each theme was given equal weight, permitting aggregation or direct comparison. In a frequency count, the theme was coded as one unit regardless of the number of words used to express it.

ATTACHEMENT SECTION 2

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SELECTED REFERENCES

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ATTACHEMENT SECTION 3

STUDENT-MEMBER QUESTIONNAIRES

DECA MEMBER QUESTIONNAIRE

1. Sex: (1) MALE ____ (2) FEMALE ____

2. How long have you been a member of DECA?
   ____ (1) LESS THAN ONE YEAR
   ____ (2) ONE TO TWO YEARS
   ____ (3) MORE THAN TWO YEARS

3. How long have you been enrolled in the Marketing & Distributive Education Program?
   ____ (1) LESS THAN ONE YEAR
   ____ (2) ONE TO TWO YEARS
   ____ (3) MORE THAN TWO YEARS

4. Have you held an office in DECA? (1) YES ____ (2) NO ____. If you answered YES to this question, please answer question number five by listing the office and circling the number representing the level of the office held. If you answered NO, please proceed to question number six.

5.

OFFICE HELD	LOCAL	DISTRICT/AREA	STATE
	1	2	3
	1	2	3
	1	2	3

6. Circle the number in the column that best describes your role in each of the following organizations:

ORGANIZATION	NOT A MEMBER	YES, I AM A MEMBER BUT NOT ACTIVE	YES, I AM A MEMBER AND SOMEWHAT ACTIVE	YES, I AM A MEMBER AND ACTIVE	YES, I AM A MEMBER AND VERY ACTIVE
A. High School Athletic Program	1	2	3	4	5
B. Band, Choir, or Music Choir	1	2	3	4	5
C. Vocational Student Organization (FBLA, FFA, FHA/HERO and/or VICA)	1	2	3	4	5
D. National Honor Society	1	2	3	4	5
E. 4-H	1	2	3	4	5
F. Student Council	1	2	3	4	5
G. Dramatics, Speech, Debate	1	2	3	4	5
H. School Publications	1	2	3	4	5
I. Church Group	1	2	3	4	5
J. Junior Achievement	1	2	3	4	5
K. OTHERS (Please List):	1	2	3	4	5
L.	1	2	3	4	5

7. How would you rate your involvement in DECA Chapter Activities?
   ____ (5) VERY ACTIVE
   ____ (4) ACTIVE
   ____ (3) SOMEWHAT ACTIVE
   ____ (2) NOT VERY ACTIVE
   ____ (1) NOT ACTIVE

8. How would you rate your local chapter advisor's attitude toward DECA Chapter Activities?
   ____ (5) HE/SHE IS A STRONG SUPPORTER--THINKS IT'S VERY IMPORTANT.
   ____ (4) HE/SHE IS AN ABOVE AVERAGE SUPPORTER--THINKS IT'S IMPORTANT.
   ____ (3) HE/SHE IS AN AVERAGE SUPPORTER--THINKS IT'S SOMEWHAT IMPORTANT.
   ____ (2) HE/SHE IS AN BELOW AVERAGE SUPPORTER--THINKS IT'S OF LITTLE IMPORTANCE.
   ____ (1) HE/SHE PROVIDES NO SUPPORT--THINKS IT'S OF NO IMPORTANCE.

9. How would you rate the importance of DECA activities in the Marketing & Distributive Education program?
   ____ (5) VERY IMPORTANT
   ____ (4) ABOVE AVERAGE IMPORTANCE
   ____ (3) AVERAGE IMPORTANCE
   ____ (2) BELOW AVERAGE IMPORTANCE
   ____ (1) NO IMPORTANCE

10. Should all students in Marketing & Distributive Education be members of DECA? (1) YES ____ (2) NO ____

11. Should students be currently enrolled in Marketing & Distributive Education to be a member of DECA?
    (1) YES ____ (2) NO ____

12. What do you like BEST about your DECA Chapter? (Please list a minimum of three items, if possible).
    A. _____
    B. _____
    C. _____

13. What do you like LEAST about your DECA Chapter? (Please list a minimum of three items, if possible).
    A. _____
    B. _____
    C. _____

14. What recommendation would you make (or have) to improve your DECA Chapter?
    _____
    _____
    _____

15. Why did you join DECA?
    _____
    _____
    _____

16. What is the major reason why students join DECA in your school?
    _____
    _____
    _____

17. What DECA activities do you feel or believe that your chapter advisor thinks are the most important?
    _____
    _____
    _____

-3-

DIRECTIONS: As a member of DECA you have been provided the opportunity to be involved in a variety of experiences. Please CIRCLE the number to the right of each statement which represents your feeling or belief toward the statement. Use the rating scale given below to indicate your response.

DESCRIPTORS FOR RATING SCALE

(4) STRONGLY AGREE. . . . I TOTALLY SUPPORT and believe that this statement is TRUE.
(3) AGREE . . . . . I SUPPORT and/or believe that this statement is PARTIALLY TRUE.
(2) DISAGREE . . . . . I FIND LITTLE TO SUPPORT and/or believe that this statement is PARTIALLY FALSE.
(1) STRONGLY DISAGREE . . I CANNOT SUPPORT and believe that this statement is FALSE.

RATE THE STATEMENTS BELOW AS THEY APPLY TO YOUR EXPERIENCES. Example: By circling the number "3" you would have indicated that you support the statement or feel it to be partially true.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
BEING A MEMBER OF DECA HAS PROVIDED ME THE OPPORTUNITY TO:				
1. demonstrate respect for the rights of others.	4	3	2	1
2. become more dependable.	4	3	2	1
3. make more effective decisions.	4	3	2	1
4. work as a team member.	4	3	2	1
5. follow rules and regulations for the good of the total membership.	4	3	2	1
6. be a better citizen.	4	3	2	1
7. identify the democratic ideals of our society.	4	3	2	1
8. identify the responsibilities of a good citizen.	4	3	2	1
9. identify the responsibilities of being a chapter member.	4	3	2	1
10. begin to set additional personal goals.	4	3	2	1
11. improve confidence in my work.	4	3	2	1
12. improve my ability to express my opinions.	4	3	2	1
13. increase my desire to work in the field of marketing and distribution.	4	3	2	1
14. develop skills that will prepare me for a future career in marketing and distribution.	4	3	2	1
15. develop contacts with people now working in the field of marketing.	4	3	2	1
16. demonstrate the importance and dignity of work.	4	3	2	1
17. identify family and community responsibilities.	4	3	2	1

-4-

BEING A MEMBER OF DECA HAS PROVIDED ME THE OPPORTUNITY TO:	STRONGLY ARGEE	AGREE	DISAGREE	STRONGLY DISAGREE
18. gain friends.	4	3	2	1
19. become involved in projects involving groups outside of school.	4	3	2	1
20. practice acceptable social and business manners.	4	3	2	1
21. use parliamentary procedure.	4	3	2	1
22. plan and conduct a meeting.	4	3	2	1
23. introduce an individual to a group.	4	3	2	1
24. improve my listening habits.	4	3	2	1
25. speak effectively in front of a group.	4	3	2	1
26. improve my ability to follow directions.	4	3	2	1
27. improve my ability to give directions.	4	3	2	1
28. profit from constructive criticism.	4	3	2	1
MY DECA CHAPTER:				
29. encourages members to dress appropriately for activities.	4	3	2	1
30. helps improve members' attitudes about school.	4	3	2	1
31. allows me to participate in the operation of local DECA functions.	4	3	2	1
32. provides leadership training opportunities.	4	3	2	1
33. develops a new program of activities/work each year.	4	3	2	1
34. encourages members to take leadership roles.	4	3	2	1
35. provides recognition through awards (such as the Merit Awards Program).	4	3	2	1
36. provides sufficient activities to allow members an opportunity to achieve recognition.	4	3	2	1
37. makes me feel proud to be a DECA member.	4	3	2	1
38. provides ways for my family to become more involved in school activities.	4	3	2	1

DIRECTIONS: As a member of DECA you have had the opportunity to experience or participate in a variety of chapter activities. Please rate your opinion of the following activities of your chapter by CIRCLING the appropriate number. Use the following descriptions in determining your response.

DESCRIPTORS FOR RATING SCALE

(5) SUPER . . . . . this DECA activity or project was WORTHWHILE and should be a regular activity each year.

(4) O.K. . . . . this DECA activity or project was AVERAGE and should be considered when planning activities for next year.

(3) BORING . . . . . this DECA activity or project was MARGINAL and needs some changes before considering for a future chapter function.

(2) FLOP . . . . . this DECA activity or project was USELESS and needs to be changed before being considered for a future chapter function.

(1) I DID NOT PARTICIPATE . . this DECA activity or project was conducted or participated in by the chapter, but I DID NOT PARTICIPATE or ATTEND.

(0) CHAPTER DID NOT PARTICIPATE. . . . . this DECA activity or project WAS NOT CONDUCTED or PARTICIPATED IN by the chapter.

RATE THE ACTIVITIES/PROJECTS BELOW AS THEY APPLY TO YOUR CHAPTER. Example: By circling the number "4" you would have indicated you felt this activity/project of your chapter to be O.K. or AVERAGE.	SUPER--WORTHWHILE	O.K.--AVERAGE	BORING--MARGINAL	FLOP--USELESS	I DID NOT PARTICIPATE	CHAPTER DID NOT PARTICIPATE
ACTIVITY/PROJECT						
1. District DECA Conference	5	4	3	2	1	0
2. State DECA Career Development Conference (CDC)	5	4	3	2	1	0
3. Central Region DECA Conference	5	4	3	2	1	0
4. National DECA Career Development Conference (CDC)	5	4	3	2	1	0
5. Fall DECA Election Conference	5	4	3	2	1	0
6. Sales Project for Chapter Fund-Raising	5	4	3	2	1	0
7. Parent's Night Activity	5	4	3	2	1	0
8. Chapter Social/Recreational Activity	5	4	3	2	1	0
9. Community Service Project (i.e. 7-up/MDA Civic Consciouness Project)	5	4	3	2	1	0
10. Employer-Employee Function (i.e. Banquet; Bosses Breakfast)	5	4	3	2	1	0
11. Trade Show, Exhibit and/or Marketing Related Conference	5	4	3	2	1	0
12. Free Enterprise Project (i.e. Phillips 66 Free Enterprise Project)	5	4	3	2	1	0

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ACTIVITY/PROJECT	SUPER--WORTHWHILE	O.K.--AVERAGE	BORING--MARGINAL	FLOP--USELESS	I DID NOT PARTICIPATE	CHAPTER DID NOT PARTICIPATE
13. Benevolent Activity/Project (i.e. Salvation Army Food Drive)	5	4	3	2	1	0
14. Career Development Project	5	4	3	2	1	0
15. Officer/Member Installation-Initation Ceremony	5	4	3	2	1	0
16. Typical Chapter Meeting	5	4	3	2	1	0
17. Marketing Research Project (i.e. Creative Marketing Project)	5	4	3	2	1	0
18. Participating Competency-Based Competitive Events (CBCE) such as Service Station Retailing	5	4	3	2	1	0
19. Written Competency-Based Competitive Events	5	4	3	2	1	0
20. Missouri DECA State Competitive Events (i.e. Sales Demonstation, Job Manual)	5	4	3	2	1	0
21. Missouri State DECA Chapter of the Year Project	5	4	3	2	1	0
22. Chapter Guest Speaker (i.e. business person, district DECA officer)	5	4	3	2	1	0
23. Field Trip (example: toured a business or a marketing related industry)	5	4	3	2	1	0
OTHER ACTIVITIES/PROJECTS YOUR CHAPTER PARTICIPATED IN:						
24.	5	4	3	2	1	0
25.	5	4	3	2	1	0
26.	5	4	3	2	1	0
27.	5	4	3	2	1	0
28.	5	4	3	2	1	0
29.	5	4	3	2	1	0
30.	5	4	3	2	1	0

THANK YOU FOR PARTICIPATING IN THIS STUDY.

FBLA MEMBER QUESTIONNAIRE

1. Sex: (1) MALE ALE ____

2. How long have you been a member of FBLA?
   ____ (1) LESS THAN ONE YEAR
   ____ (2) ONE TO TWO YEARS
   ____ (3) MORE THAN TWO YEARS

3. How long have you been enrolled in Business and Office Education courses?
   ____ (1) LESS THAN ONE YEAR
   ____ (2) ONE TO TWO YEARS
   ____ (3) MORE THAN TWO YEARS

4. Have you held an office in FBLA? (1) YES ____ (2) NO ____. If you answered YES to this question, please answer question number five by listing the office and circling the number representing the level of office held. If you answered NO, please proceed to question number six.

5.

OFFICE HELD	LOCAL	DISTRICT/AREA	STATE
	1	2	3
	1	2	3
	1	2	3

6. Circle the number in the column that best describes your role in each of the following organizations:

ORGANIZATION	NOT A MEMBER	YES, I AM A MEMBER BUT NOT ACTIVE	YES, I AM A MEMBER AND SOMEWHAT ACTIVE	YES, I AM A MEMBER AND ACTIVE	YES, I AM A MEMBER AND VERY ACTIVE
A. High School Athletic Program	1	2	3	4	5
B. Band, Choir, or Music Choir	1	2	3	4	5
C. Vocational Student Organizations (DECA, FFA, FHA/HERO and/or VICA)	1	2	3	4	5
D. National Honor Society	1	2	3	4	5
E. 4-H	1	2	3	4	5
F. Student Council	1	2	3	4	5
G. Dramatics, Speech, Debate	1	2	3	4	5
H. School Publications	1	2	3	4	5
I. Church Group	1	2	3	4	5
J. Junior Achievement	1	2	3	4	5
K. OTHERS (Please List):	1	2	3	4	5
L.	1	2	3	4	5

7. How would you rate your involvement in FBLA Chapter Activities?
   ____ (5) VERY ACTIVE
   ____ (4) ACTIVE
   ____ (3) SOMEWHAT ACTIVE
   ____ (2) NOT VERY ACTIVE
   ____ (1) NOT ACTIVE

8. How would you rate your local chapter advisor's attitude toward FBLA Chapter Activities?
   ____ (5) HE/SHE IS A STRONG SUPPORTER--THINKS IT'S VERY IMPORTANT.
   ____ (4) HE/SHE IS AN ABOVE AVERAGE SUPPORTER--THINKS IT'S IMPORTANT.
   ____ (3) HE/SHE IS AN AVERAGE SUPPORTER--THINKS IT'S SOMEWHAT IMPORTANT.
   ____ (2) HE/SHE IS AN BELOW AVERAGE SUPPORTER--THINKS IT'S OF LITTLE IMPORTANCE.
   ____ (1) HE/SHE PROVIDES NO SUPPORT--THINKS IT'S OF NO IMPORTANCE.

9. How would you rate rate the importance of FBLA activities in the Business & Office Education program?
   ____ (5) VERY IMPORTANT.
   ____ (4) ABOVE AVERAGE IMPORTANCE
   ____ (3) AVERAGE IMPORTANCE
   ____ (2) BELOW AVERAGE IMPORTANCE
   ____ (1) NO IMPORTANCE

10. Should all students in Business & Office Education classes be members of FBLA? (1) YES ____ (2) NO____

11. Should students be currently enrolled in Business & Office Education classes to be a member of FBLA?
    (1) YES ____ (2) NO ____

12. What do you like BEST about your FBLA Chapter? (Please list a minimum of three items, if possible).
    A._____
    B._____
    C._____

13. What do you like LEAST about your FBLA Chapter? (Please list a minimum of three items, if possible).
    A._____
    B._____
    C._____

14. What recommendation would you make (or have) to improve your FBLA Chapter?
    _____
    _____
    _____

15. Why did you join FBLA?
    _____
    _____
    _____

16. What is the major reason why students join FBLA in your school?
    _____
    _____
    _____

17. What FBLA activities do you feel or believe that your chapter advisor thinks are the most important?
    _____
    _____
    _____

-3-

DIRECTIONS: As a member of FBLA you have been provided the opportunity to be involved in a variety of experiences. Please CIRCLE the number to the right of each statement which represents your feeling or belief toward the statement. Use the rating scale given below to indicate your response.

DESCRIPTORS FOR RATING SCALE

(4) STRONGLY AGREE . . . . I TOTALLY SUPPORT and believe that this statement is TRUE.
(3) AGREE . . . . . I SUPPORT and/or believe that this statement is PARTIALLY TRUE.
(2) DISAGREE . . . . . I FIND LITTLE TO SUPPORT and/or believe that this statement is PARTIALLY FALSE.
(1) STRONGLY DISAGREE . . I CANNOT SUPPORT and believe that this statement is FALSE.

RATE THE STATEMENTS BELOW AS THEY APPLY TO YOUR EXPERIENCES. Example: By circling the number "3" you would have indicated that you support the statement or feel it to be partially true.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
BEING A MEMBER OF FBLA HAS PROVIDED ME THE OPPORTUNITY TO:				
1. demonstrate respect for the rights of others.	4	3	2	1
2. become more dependable.	4	3	2	1
3. make more effective decisions.	4	3	2	1
4. work as a team member.	4	3	2	1
5. follow rules and regulations for the good of the total membership.	4	3	2	1
6. be a better citizen.	4	3	2	1
7. identify the democratic ideals of our society.	4	3	2	1
8. identify the responsibilities of a good citizen.	4	3	2	1
9. identify the responsibilities of being a chapter member.	4	3	2	1
10. begin to set additional personal goals.	4	3	2	1
11. improve confidence in my work.	4	3	2	1
12. improve my ability to express my opinions.	4	3	2	1
13. increase my desire to work in the field of business and office.	4	3	2	1
14. develop skills that will prepare me for a future career in business and office.	4	3	2	1
15. develop contacts with people now working in the field of business and office.	4	3	2	1
16. demonstrate the importance and dignity of work.	4	3	2	1
17. identify family and community responsibilities.	4	3	2	1

-4-

BEING A MEMBER OF FBLA HAS PROVIDED ME THE OPPORTUNITY TO:	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
18. gain friends.	4	3	2	1
19. become involved in projects involving groups outside of school.	4	3	2	1
20. practice acceptable social and business manners.	4	3	2	1
21. use parliamentary procedure.	4	3	2	1
22. plan and conduct a meeting.	4	3	2	1
23. introduce an individual to a group.	4	3	2	1
24. improve my listening habits.	4	3	2	1
25. speak effectively in front of a group.	4	3	2	1
26. improve my ability to follow directions.	4	3	2	1
27. improve my ability to give directions.	4	3	2	1
28. profit from constructive criticism.	4	3	2	1
MY FBLA CHAPTER:				
29. encourages members to dress appropriately for activities.	4	3	2	1
30. helps improve members' attitudes about school.	4	3	2	1
31. allows me to participate in the operation of local FBLA functions.	4	3	2	1
32. provides leadership training opportunities.	4	3	2	1
33. develops a new program of activities/work each year.	4	3	2	1
34. encourages members to take leadership roles.	4	3	2	1
35. provides recognition through awards.	4	3	2	1
36. provides sufficient activities to allow members an opportunity to achieve recognition.	4	3	2	1
37. makes me feel proud to be a FBLA member.	4	3	2	1
38. provides ways for my family to become more involved in school activities.	4	3	2	1

DIRECTIONS: As a member of FBLA you have had the opportunity to experience or participate in a variety of chapter activities. Please rate your opinion of the following activities of your chapter by CIRCLING the appropriate number. Use the following descriptions in determining your response.

DESCRIPTORS FOR RATING SCALE

(5) SUPER . . . . . this FBLA activity or project was WORTHWHILE and should be a regular activity each year.

(4) O.K. . . . . this FBLA activity or project was AVERAGE and should be considered when planning activities for next year.

(3) BORING. . . . . this FBLA activity or project was MARGINAL and needs some changes before considering for a future chapter function.

(2) FLOP . . . . . this FBLA activity or project was USELESS and needs to be changed before being considered for a future chapter function.

(1) I DID NOT PARTICIPATE . . this FBLA activity or project was conducted or participated in by the chapter, but I DID NOT PARTICIPATE or ATTEND.

(0) CHAPTER DID NOT PARTICIPATE. . . . . this FBLA activity or project WAS NOT CONDUCTED or PARTICIPATED IN by the chapter.

RATE THE ACTIVITIES/PROJECTS BELOW AS THEY APPLY TO YOUR CHAPTER. Example: By circling the number "4" you would have indicated you felt this activity/project of your chapter to be O.K. or AVERAGE.	SUPER--WORTHWHILE	O.K.--AVERAGE	BORING--MARGINAL	FLOP--USELESS	I DID NOT PARTICIPATE	CHAPTER DID NOT PARTICIPATE
ACTIVITY/PROJECT						
1. FBLA District Conference	5	4	3	2	1	0
2. FBLA State Conference	5	4	3	2	1	0
3. National FBLA Conference	5	4	3	2	1	0
4. Sales Project for Chapter Fund-Raising	5	4	3	2	1	0
5. Parent/Member Activity	5	4	3	2	1	0
6. Chapter Social/Recreational Activity (i.e. dance; picnic)	5	4	3	2	1	0
7. Officer/Member Initation-Installation Ceremony	5	4	3	2	1	0
8. Membership Promotion Project	5	4	3	2	1	0
9. Special Recognition Program	5	4	3	2	1	0
10. Community Service Project (i.e. March of Dimes; Heart Fund)	5	4	3	2	1	0
11. Trade Show, Exhibit, or Business/Office Related Conference	5	4	3	2	1	0
12. Free Enterprise Project	5	4	3	2	1	0

ACTIVITY/PROJECT	SUPER--WORTHWHILE	O.K.--AVERAGE	BORING--MARGINAL	FLOP--USELESS	I DID NOT PARTICIPATE	CHAPTER DID NOT PARTICIPATE
13. Employer-Employee Function (i.e. Banquet; Bosses Breakfast)	5	4	3	2	1	0
14. Benevolent Activity/Project (i.e. Salvation Army Food Drive)	5	4	3	2	1	0
15. Career Development Project	5	4	3	2	1	0
16. Project to Improve the Community (i.e. Clean-up drive; civic building project)	5	4	3	2	1	0
17. Typical Chapter Meeting	5	4	3	2	1	0
18. FBLA Competitive Events	5	4	3	2	1	0
19. Chapter Guest Speaker (i.e. business person, district FBLA officer)	5	4	3	2	1	0
20. Field Trip (example: toured a business or an office related industry)	5	4	3	2	1	0
OTHER ACTIVITIES/PROJECTS YOUR CHAPTER PARTICIPATED IN:						
21.	5	4	3	2	1	0
22.	5	4	3	2	1	0
23.	5	4	3	2	1	0
24.	5	4	3	2	1	0
25.	5	4	3	2	1	0
26.	5	4	3	2	1	0
27.	5	4	3	2	1	0
28.	5	4	3	2	1	0
29.	5	4	3	2	1	0
30.	5	4	3	2	1	0

THANK YOU FOR PARTICIPATING IN THIS STUDY.

FFA MEMBER QUESTIONNAIRE

1. Sex: (1) MALE____ (2) FEMALE____

2. How long have you been a member of FFA?
   ____ (1) LESS THAN ONE YEAR
   ____ (2) ONE TO TWO YEARS
   ____ (3) MORE THAN TWO YEARS

3. How long have you been enrolled in the vocational agriculture program?
   ____ (1) LESS THAN ONE YEAR
   ____ (2) ONE TO TWO YEARS
   ____ (3) MORE THAN TWO YEARS

4. Have you held an office in FFA? (1) YES ____ (2) NO ____ If you answered YES to this question, please answer question number five by listing the office and circling the number representing the level of office held. If you answered NO, please proceed to question number six.

5.

OFFICE HELD	LOCAL	DISTRICT/AREA	STATE
	1	2	3
	1	2	3
	1	2	3

6. Circle the number in the column that best describes your role in each of the following organizations:

ORGANIZATION	NOT A MEMBER	YES, I AM A MEMBER BUT NOT ACTIVE	YES, I AM A MEMBER AND SOMEWHAT ACTIVE	YES, I AM A MEMBER AND ACTIVE	YES, I AM A MEMBER AND VERY ACTIVE
A. High School Athletic Program	1	2	3	4	5
B. Band, Choir, or Music Choir	1	2	3	4	5
C. Vocational Student Organizations (FBLA, FHA/HERO, VICA, and/or DECA)	1	2	3	4	5
D. National Honor Society	1	2	3	4	5
E. 4-H	1	2	3	4	5
F. Student Council	1	2	3	4	5
G. Dramatics, Speech, Debate	1	2	3	4	5
H. School Publications	1	2	3	4	5
I. Church Group	1	2	3	4	5
J. Junior Achievement	1	2	3	4	5
K. OTHERS (Please List):	1	2	3	4	5
L.	1	2	3	4	5

7. How would you rate your involvement in FFA Chapter Activities?
   ____ (5) VERY ACTIVE
   ____ (4) ACTIVE
   ____ (3) SOMEWHAT ACTIVE
   ____ (2) NOT VERY ACTIVE
   ____ (1) NOT ACTIVE

8. How would you rate your local chapter advisor's attitude toward FFA Chapter activities?
   ____ (5) HE/SHE IS A STRONG SUPPORTER--THINKS IT'S VERY IMPORTANT.
   ____ (4) HE/SHE IS AN ABOVE AVERAGE SUPPORTER--THINKS IT'S IMPORTANT.
   ____ (3) HE/SHE IS AN AVERAGE SUPPORTER--THINKS IT'S SOMEWHAT IMPORTANT.
   ____ (2) HE/SHE IS AN BELOW AVERAGE SUPPORTER--THINKS IT'S OF LITTLE IMPORTANCE
   ____ (1) HE/SHE PROVIDES NO SUPPORT--THINKS IT'S OF NO IMPORTANCE.

9. How would you rate the importance of FFA activities in the vocational agriculture program?
   ____ (5) VERY IMPORTANT
   ____ (4) ABOVE AVERAGE IMPORTANCE
   ____ (3) AVERAGE IMPORTANCE
   ____ (2) BELOW AVERAGE IMPORTANCE
   ____ (1) NO IMPORTANCE

10. Should all students in the vocational agriculture program be members of FFA? (1) YES____ (2) NO____

11. Should students be currently enrolled in the vocational agriculture program to be a member of FFA? (1) YES____ (2) NO ____

12. What do you like BEST about your FFA Chapter? (Please list a minimum of three items, if possible).
    A._____
    B._____
    C._____

13. What do you like LEAST about your FFA Chapter? (Please list a minimum of three items, if possible).
    A._____
    B._____
    C._____

14. What recommendation would you make (or have) to improve your FFA Chapter?
    _____
    _____
    _____

15. Why did you join FFA?
    _____
    _____
    _____

16. What is the major reason why students join FFA in your school?
    _____
    _____
    _____

17. What FFA activities do you feel or believe that your chapter advisor thinks are the most important?
    _____
    _____
    _____

-3-

DIRECTIONS: As a member of FFA you have been provided the opportunity to be involved in a variety of experiences. Please CIRCLE the number to the right of each statement which best represents your feeling or belief toward the statement. Use the rating scale given below to indicate your response.

DESCRIPTORS FOR RATING SCALE

(4) STRONGLY AGREE . . . . .I TOTALLY SUPPORT and believe that this statement is TRUE.

(3) AGREE. . . . . .I SUPPORT and/or believe that this statement is PARTIALLY TRUE.

(2) DISAGREE . . . . . .I FIND LITTLE TO SUPPORT and/or believe that this statement is PARTIALLY FALSE.

(1) STRONGLY DISAGREE. . . I CANNOT SUPPORT and believe that this statement is FALSE.

RATE THE STATEMENTS BELOW AS THEY APPLY TO YOUR EXPERIENCES. Example: By circling the number "3" you would have indicated that you support the statement or feel it to be partially true	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
BEING A MEMBER OF FFA HAS PROVIDED ME THE OPPORTUNITY TO:				
1. demonstrate respect for the rights of others.	4	3	2	1
2. become more dependable.	4	3	2	1
3. make more effective decisions.	4	3	2	1
4. work as a team member.	4	3	2	1
5. follow rules and regulations for the good of the total membership.	4	3	2	1
6. be a better citizen.	4	3	2	1
7. identify the democratic ideals of our society.	4	3	2	1
8. identify the responsibilities of a good citizen.	4	3	2	1
9. identify the responsibilities of being a chapter member.	4	3	2	1
10. begin to set additional personal goals.	4	3	2	1
11. improve confidence in my work.	4	3	2	1
12. improve my ability to express my opinions.	4	3	2	1
13. increase my desire to work in the field of agriculture.	4	3	2	1
14. develop skills that will prepare me for a future career in agriculture.	4	3	2	1
15. develop contacts with people now working in the field of agriculture.	4	3	2	1
16. deomonstrate the importance and dignity of work.	4	3	2	1
17. identify family and community responsibilities.	4	3	2	1

BEING A MEMBER OF FFA HAS PROVIDED ME THE OPPORTUNITY TO:	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
18. gain friends.	4	3	2	1
19. become involved in projects involving groups outside of school.	4	3	2	1
20. practice acceptable social and business manners.	4	3	2	1
21. use parliamentary procedure.	4	3	2	1
22. plan and conduct a meeting.	4	3	2	1
23. introduce an individual to a group.	4	3	2	1
24. improve my listening habits.	4	3	2	1
25. speak effectively in front of a group.	4	3	2	1
26. improve my ability to follow directions.	4	3	2	1
27. improve my ability to give directions.	4	3	2	1
28. profit from constructive criticism.	4	3	2	1
MY FFA CHAPTER:				
29. encourages members to dress appropriately for activities.	4	3	2	1
30. helped improve members' attitudes about school.	4	3	2	1
31. allows me to participate in the operation of local FFA functions.	4	3	2	1
32. provides leadership training opportunities.	4	3	2	1
33. develops a new program of activities/work each year.	4	3	2	1
34. encourages members to take leadership roles.	4	3	2	1
35. provides recognition through awards (such as the Greenhand degree).	4	3	2	1
36. provides sufficient activities to allow members an opportunity to achieve recognition.	4	3	2	1
37. makes me feel proud to be a FFA member.	4	3	2	1
38. provides ways for my family to become more involved in school activities.	4	3	2	1

DIRECTIONS: As a member of FFA you have had the opportunity to experience or participate in a variety of chapter activities. Please rate your opinion of the following activities of your chapter by circling the appropriate number. Use the following descriptions in determining your response.

DESCRIPTORS FOR RATING SCALE

(5) SUPER . . . . . this FFA activity or project was WORTHWHILE and should be a regular activity each year.

(4) O.K. . . . . this FFA activity or project was AVERAGE and should be considered when planning activities for next year.

(3) BORING . . . . . this FFA activity or project was MARGINAL and needs some changes before considered for a future chapter function.

(2) FLOP . . . . . this FFA activity or project was USELESS and needs to be changed before being considered for a future chapter function.

(1) I DID NOT PARTICIPATE . . this FFA activity or project was conducted or participated in by the chapter, but I DID NOT PARTICIPATE or ATTEND.

(0) CHAPTER DID NOT PARTICIPATE. . . . . this FFA activity or project WAS NOT CONDUCTED or PARTICIPATED in by the chapter.

RATE THE ACTIVITIES/PROJECTS BELOW AS THEY APPLY TO YOUR CHAPTER. Example: By circling the number "4" you would have indicated you felt this activity/project of your chapter to be O.K. or AVERAGE.	SUPER--WORTHWHILE	O.K.--AVERAGE	BORING--MARGINAL	FLOP--USELESS	I DID NOT PARTICIPATE	CHAPTER DID NOT PARTICIPATE
ACTIVITY/PROJECT						
1. Supervised Occupational Experience Program (SOEP)	5	4	3	2	1	0
2. Area FFA Leaderhsip Training	5	4	3	2	1	0
3. State FFA Convention	5	4	3	2	1	0
4. State FFA Leadership Camp	5	4	3	2	1	0
5. National FFA Convention	5	4	3	2	1	0
6. Washington Leadership Conference	5	4	3	2	1	0
7. Food for America Project	5	4	3	2	1	0
8. Building Our American Communities (BOAC Project)	5	4	3	2	1	0
9. FFA Safety Project	5	4	3	2	1	0
10. FFA Chapter Fund-Raising Project(s)	5	4	3	2	1	0
11. Barnwarming	5	4	3	2	1	0
12. Parent and Member Banquet	5	4	3	2	1	0

ACTIVITY/PROJECT	SUPER--WORTHWHILE	O.K.--AVERAGE	BORING--MARGINAL	FLOP--USELESS	I DID NOT PARTICIPATE	CHAPTER DID NOT PARTICIPATE
13. National FFA Week Activity	5	4	3	2	1	0
14. Chapter Social/Recreational Activity	5	4	3	2	1	0
15. FFA District Fair	5	4	3	2	1	0
16. Field Trips (i.e. Western Farm Show; American Royal)	5	4	3	2	1	0
17. County Fair	5	4	3	2	1	0
18. State Fair	5	4	3	2	1	0
19. Typical Chapter Meeting	5	4	3	2	1	0
20. Guest Speaker at Chapter Meeting (i.e. business person; state or national officer)	5	4	3	2	1	0
21. Vocational Agriculture Juding Contest (i.e. Agricultural Mechancis, Poultry, Livestock)	5	4	3	2	1	0
22. FFA Contests (non-judging) (i.e. Public Speaking; Parliamentary Procedure)	5	4	3	2	1	0
23. Greenhand Installation Ceremonies	5	4	3	2	1	0
24. Chapter Farmer Installation Ceremonies	5	4	3	2	1	0
OTHER ACTIVITIES/PROJECTS YOUR CHAPTER PARTICIPATED IN:						
25.	5	4	3	2	1	0
26.	5	4	3	2	1	0
27.	5	4	3	2	1	0
28.	5	4	3	2	1	0
29.	5	4	3	2	1	0
30.	5	4	3	2	1	0

THANK YOU FOR PARTICIPATING IN THIS STUDY.

FHA/HERO MEMBER QUESTIONNAIRE

1. Sex: (1) MALE ____ (2) FEMALE____

2. How long have you been a member of FHA/HERO?
   ____ (1) LESS THAN ONE YEAR
   ____ (2) ONE TO TWO YEARS
   ____ (3) MORE THAN TWO YEARS

3. How long have you been enrolled in the Home Economics Program?
   ____ (1) LESS THAN ONE YEAR
   ____ (2) ONE TO TWO YEARS
   ____ (3) MORE THAN TWO YEARS

4. Have you held an office in FHA/HERO? (1) YES ____ (2) NO____. If you answered YES to this question, please answer question number five by listing the office and circling the number representing the level of office held. If you answered NO, please proceed to question number six.

5.

OFFICE HELD	LOCAL	DISTRICT/AREA	STATE
	1	2	3
	1	2	3
	1	2	3

6. Circle the number in the column that best describes your role in each of the following organizations:

ORGANIZATION	NOT A MEMBER	YES, I AM A MEMBER BUT NOT ACTIVE	YES, I AM A MEMBER AND SOMEWHAT ACTIVE	YES, I AM A MEMBER AND ACTIVE	YES, I AM A MEMBER AND VERY ACTIVE
A. High School Athletic Program	1	2	3	4	5
B. Band, Choir, or Music Choir	1	2	3	4	5
C. Vocational Student Organizations (FBLA, FFA, VICA and/or DECA)	1	2	3	4	5
D. National Honor Society	1	2	3	4	5
E. 4-H	1	2	3	4	5
F. Student Council	1	2	3	4	5
G. Dramatics, Speech, Debate	1	2	3	4	5
H. School Publications	1	2	3	4	5
I. Church Group	1	2	3	4	5
J. Junior Achievement	1	2	3	4	5
K. OTHERS (Please List):	1	2	3	4	5
L.	1	2	3	4	5

7. How would you rate your involvement in FHA/HERO Chapter Activities?
   ____ (5) VERY ACTIVE
   ____ (4) ACTIVE
   ____ (3) SOMEWHAT ACTIVE
   ____ (2) NOT VERY ACTIVE
   ____ (1) NOT ACTIVE

8. How would you rate your local chapter advisor's attitude toward FHA/HERO Chapter activities?
   ___ (5) HE/SHE IS A STRONG SUPPORTER--THINKS IT'S VERY IMPORTANT.
   ___ (4) HE/SHE IS AN ABOVE AVERAGE SUPPORTER--THINKS IT'S IMPORTANT.
   ___ (3) HE/SHE IS AN AVERAGE SUPPORTER--THINKS IT'S SOMEWHAT IMPORTANT.
   ___ (2) HE/SHE IS AN BELOW AVERAGE SUPPORTER--THINKS IT'S OF LITTLE IMPORTANCE.
   ___ (1) HE/SHE PROVIDES NO SUPPORT--THINKS IT'S OF NO IMPORTANCE.

9. How would you rate the importance of FHA/HERO activities in the Home Economics Program?
   ___ (5) VERY IMPORTANT
   ___ (4) ABOVE AVERAGE IMPORTANCE
   ___ (3) AVERAGE IMPORTANCE
   ___ (2) BELOW AVERAGE IMPORTANCE
   ___ (1) NO IMPORTANCE

10. Should all students in Home Economics classes be members of FHA/HERO? (1) YES ___ (2) NO ___

11. Should students be currently enrolled in Home Economics classes to be a member of FHA/HERO?
    (1) YES ___ (2) NO ___

12. What do you like BEST about your FHA/HERO Chapter? (Please list a minimum of three items, if possible).
    A. _____
    B. _____
    C. _____

13. What do you like LEAST about your FHA/HERO Chapter? (Please list a minimum of three items, if possible).
    A. _____
    B. _____
    C. _____

14. What recommendation(s) would you make (or have) to improve your FHA/HERO Chapter?
    _____
    _____
    _____

15. Why did you join FHA/HERO?
    _____
    _____
    _____

16. What is the major reason why students join FHA/HERO in your school?
    _____
    _____
    _____

17. What FHA/HERO activities do you feel or believe that your chapter advisor thinks are the most important?
    _____
    _____
    _____

DIRECTIONS: As a member of FHA/HERO you have been provided the opportunity to be involved in a variety of experiences. Please CIRCLE the number to the right of each statement which best represents your feeling or belief toward the statement. Use the rating scale given below to indicate your response.

DESCRIPTORS FOR RATING SCALE

(4) STRONGLY AGREE . . . . .I TOTALLY SUPPORT and believe that this statement is TRUE.
(3) AGREE. . . . . .I SUPPORT and/or believe that this statement is PARTIALLY TRUE.
(2) DISAGREE . . . . . .I FIND LITTLE TO SUPPORT and/or believe that this statement is PARTIALLY FALSE.
(1) STRONGLY DISAGREE. . . .I CANNOT SUPPORT and believe that this statement is FALSE

RATE THE STATEMENTS BELOW AS THEY APPLY TO YOUR EXPERIENCES. Example: By circling the number "3" you would have indicated that you support the statement or feel it to be PARTIALLY TRUE.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
BEING A MEMBER OF FHA/HERO HAS PROVIDED ME THE OPPORTUNITY TO:				
1. demonstrate respect for the rights of others.	4	3	2	1
2. become more dependable.	4	3	2	1
3. make more effective decisions.	4	3	2	1
4. work as a team member.	4	3	2	1
5. follow rules and regulations for the good of the total membership.	4	3	2	1
6. be a better citizen.	4	3	2	1
7. identify the democratic ideals of our society.	4	3	2	1
8. identify the responsibilities of a good citizen.	4	3	2	1
9. identify the responsibilities of being a chapter member.	4	3	2	1
10. begin to set additional personal goals.	4	3	2	1
11. improve confidence in my work.	4	3	2	1
12. improve my ability to express my opinions.	4	3	2	1
13. increase my desire to work in the field of home economics.	4	3	2	1
14. develop skills that will prepare me for a future career in home economics.	4	3	2	1
15. develop contacts with people now working and living in the community.	4	3	2	1
16. demonstrate the importance and dignity of work in the home economics area.	4	3	2	1
17. identify family and community responsibilities.	4	3	2	1

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BEING A MEMBER OF FHA/HERO HAS PROVIDED ME THE OPPORTUNITY TO:	STRONGLY ARGEE	AGREE	DISAGREE	STRONGLY DISAGREE
18. gain friends.	4	3	2	1
19. become involved in projects involving groups outside of school.	4	3	2	1
20. practice acceptable social and business manners.	4	3	2	1
21. use parliamentary procedure.	4	3	2	1
22. plan and conduct a meeting.	4	3	2	1
23. introduce an individual to a group.	4	3	2	1
24. improve my listening habits.	4	3	2	1
25. speak effectively in front of a group.	4	3	2	1
26. improve my ability to follow directions.	4	3	2	1
27. improve my ability to give directions.	4	3	2	1
28. profit from constructive criticism.	4	3	2	1
MY FHA/HERO CHAPTER:				
29. encourages members to dress appropriately for chapter functions.	4	3	2	1
30. helps improve members' attitudes about school.	4	3	2	1
31. allows me to participate in the operation of local FHA/HERO functions.	4	3	2	1
32. provides leadership training opportunities.	4	3	2	1
33. develops a new program of activities/work each year.	4	3	2	1
34. encourages members to take leadership roles.	4	3	2	1
35. provides recognition through awards.	4	3	2	1
36. provides sufficient activities to allow members an opportunity to achieve recognition.	4	3	2	1
37. makes me feel proud to be a FHA/HERO member.	4	3	2	1
38. provides ways for my family to become more involved in school activities.	4	3	2	1

DIRECTIONS: As a member of FHA/HERO you have had the opportunity to experience or participate in a variety of chapter activities. Please rate your opinion of the following activities of your chapter by circling the appropriate number. Use the following descriptions in determining your response.

DESCRIPTORS FOR RATING SCALE

(5) SUPER . . . . . this FHA/HERO activity or project was WORTHWHILE and should be a regular activity each year.

(4) O.K. . . . . this FHA/HERO activity or project was AVERAGE and should be considered when planning activities for next year.

(3) BORING . . . . . this FHA/HERO activity or project was MARGINAL and needs some changes before considered for a future chapter function.

(2) FLOP . . . . . this FHA/HERO activity or project was USELESS and needs to be changed before being considered for a future chapter function.

(1) I DID NOT PARTICIPATE . . this FHA/HERO activity or project was conducted or participated in by the chapter, but I DID NOT PARTICIPATE or ATTEND.

(0) CHAPTER DID NOT PARTICIPATE. . . . . this FHA/HERO activity or project WAS NOT CONDUCTED or PARTICIPATED in by the chapter.

RATE THE ACTIVITIES/PROJECTS BELOW AS THEY APPLY TO YOUR CHAPTER. Example: By circling the number "4" you would have indicated you felt this activity/project of your chapter to be O.K. or AVERAGE.	SUPER--WORTHWHILE	O.K.--AVERAGE	BORING--MARGINAL	FLOP--USELESS	I DID NOT PARTICIPATE	CHAPTER DID NOT PARTICIPATE
ACTIVITY/PROJECT						
1. FHA/HERO Regional Meeting	5	4	3	2	1	0
2. National Headquarter Building Campaign Program	5	4	3	2	1	0
3. Parent/Member Activity	5	4	3	2	1	0
4. Activity to promote goodwill of teachers (i.e. open house, tea)	5	4	3	2	1	0
5. Public Service Awareness Project on the occupation of homemaking	5	4	3	2	1	0
6. Officer/Member Installation Ceremony	5	4	3	2	1	0
7. FHA/HERO Committee	5	4	3	2	1	0
8. FHA/HERO Up-Membership Activity	5	4	3	2	1	0
9. In-Depth Impact Project	5	4	3	2	1	0
10. ENCOUNTER Project	5	4	3	2	1	0
11. Community Service Project (i.e. Thanksgiving Food Baskets)	5	4	3	2	1	0
12. Healthy Babies: Chance or Choice Project	5	4	3	2	1	0

ACTIVITY/PROJECT	SUPER--WORTHWHILE	O.K.--AVERAGE	BORING--MARGINAL	FLOP--USELESS	I DID NOT PARTICIPATE	CHAPTER DID NOT PARTICIPATE
13. Project for the Student Body of the school.	5	4	3	2	1	0
14. An FHA/HERO Exhibit	5	4	3	2	1	0
15. Promotion of FHA/HERO at the elementary or junior high level	5	4	3	2	1	0
16. National FHA/HERO Week Activity	5	4	3	2	1	0
17. Programs related to the importance of homemaking and family life	5	4	3	2	1	0
18. Projects related to my specific concerns and interests in home, family, or career.	5	4	3	2	1	0
19. Activities related to personal value clarification and decision making.	5	4	3	2	1	0
20. Activities related to the preparation for multiple roles as worker and homemaker.	5	4	3	2	1	0
21. Chapter Leadership Workshop	5	4	3	2	1	0
OTHER ACTIVITIES/PROJECTS YOUR CHAPTER PARTICIPATED IN:						
22.	5	4	3	2	1	0
23.	5	4	3	2	1	0
24.	5	4	3	2	1	0
25.	5	4	3	2	1	0
26.	5	4	3	2	1	0
27.	5	4	3	2	1	0
28.	5	4	3	2	1	0
29.	5	4	3	2	1	0
30.	5	4	3	2	1	0

THANK YOU FOR PARTICIPATING IN THIS STUDY.

VICA MEMBER QUESTIONNAIRE

1. Sex: (1) MALE ____ (2) FEMALE ____

2. How long have you been a member of VICA?
   ____ (1) LESS THAN ONE YEAR
   ____ (2) ONE TO TWO YEARS
   ____ (3) MORE THAN TWO YEARS

3. How long have you been enrolled in a Trade, Industrial, Technical or Health related program?
   ____ (1) LESS THAN ONE YEAR
   ____ (2) ONE TO TWO YEARS
   ____ (3) MORE THAN TWO YEARS

4. Have you held an office in VICA? (1) YES ____ (2) NO ____ . If you answered YES to this question, please answer question number five by listing the office and circling the number representing the level of office held. If you answered NO, please proceed to question number six.

5.

OFFICE HELD	LOCAL	DISTRICT/AREA	STATE
	1	2	3
	1	2	3
	1	2	3

6. Circle the number in the column that best describes your role in each of the following organizations:

ORGANIZATION	NOT A MEMBER	YES, I AM A MEMBER BUT NOT ACTIVE	YES, I AM A MEMBER AND SOMEWHAT ACTIVE	YES, I AM A MEMBER AND ACTIVE	YES, I AM A MEMBER AND VERY ACTIVE
A. High School Athletics	1	2	3	4	5
B. Band, Choir, or Music Voice	1	2	3	4	5
C. Vocational Student Organizations (DECA, FFA, FHA/HERO, and/or FBLA)	1	2	3	4	5
D. National Honor Society	1	2	3	4	5
E. 4-H	1	2	3	4	5
F. Student Council	1	2	3	4	5
G. Dramatics, Speech, Debate	1	2	3	4	5
H. School Publications	1	2	3	4	5
I. Church Group	1	2	3	4	5
J. Junior Achievement	1	2	3	4	5
K. OTHERS (Please List):	1	2	3	4	5
L.	1	2	3	4	5

7. How would you rate your involvement in VICA Club Activities?
   ____ (5) VERY ACTIVE
   ____ (4) ACTIVE
   ____ (3) SOMEWHAT ACTIVE
   ____ (2) NOT VERY ACTIVE
   ____ (1) NOT ACTIVE

8. How would you rate your local club advisor's attitude toward VICA Club Activities?

___ (5) HE/SHE IS A STRONG SUPPORTER--THINKS IT'S VERY IMPORTANT.
___ (4) HE/SHE IS AN ABOVE AVERAGE SUPPORTER--THINKS IT'S IMPORTANT.
___ (3) HE/SHE IS AN AVERAGE SUPPORTER--THINKS IT'S SOMEWHAT IMPORTANT.
___ (2) HE/SHE IS AN BELOW AVERAGE SUPPORTER--THINKS IT'S OF LITTLE IMPORTANCE.
___ (1) HE/SHE PROVIDES NO SUPPORT--THINKS IT'S OF NO IMPORTANCE.

9. How would rate the importance of VICA activities in the Trade, Industrial, Technical, or Health related program?

___ (5) VERY IMPORTANT
___ (4) ABOVE AVERAGE IMPORTANCE
___ (3) AVERAGE IMPORTANCE
___ (2) BELOW AVERAGE IMPORTANCE
___ (1) NO IMPORTANCE

10. Should all students in Trade, Industrial, Technical or Health related programs be members of VICA?
(1) YES ___ (2) NO ___

11. Should students be currently enrolled in Trade, Industrial, Technical, or Health related programs to be a member of VICA? (1) YES ___ (2) NO ___

12. What do you like BEST about your VICA Club? (Please list a minimum of three items, if possible).

A. _____

B. _____

C. _____

13. What do you like LEAST about your VICA Club? (Please list a minimum of three items, if possible).

A. _____

B. _____

C. _____

14. What recommendation would you make (or have) to improve your VICA Club?

_____

_____

_____

15. Why did you join VICA?

_____

_____

_____

16. What is the major reason why students join VICA in your school?

_____

_____

_____

17. What VICA activities do you feel or believe that your club advisor thinks are the most important?

_____

_____

_____

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DIRECTIONS: As a member of VICA you have been provided the opportunity to be involved in a variety of experiences. Please CIRCLE the number to the right of each statement which represents your feeling or belief toward the statement. Use the rating scale given below to indicate your response.

DESCRIPTORS FOR RATING SCALE

(4) STRONGLY AGREE . . . . I TOTALLY SUPPORT and believe that this statement is TRUE.

(3) AGREE . . . . . I SUPPORT and/or believe that this statement is PARTIALLY TRUE.

(2) DISAGREE . . . . . I FIND LITTLE TO SUPPORT and/or believe that this statement is PARTIALLY FALSE.

(1) STRONGLY DISAGREE . . I CANNOT SUPPORT and believe that this statement is FALSE.

RATE THE STATEMENTS BELOW AS THEY APPLY TO YOUR EXPERIENCE. Example: By circling the number "3" you would have indicated that you support the statement or feel it to be partially true.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
BEING A MEMBER OF VICA HAS PROVIDED ME THE OPPORTUNITY TO:				
1. demonstrate respect for the rights of others	4	3	2	1
2. become more dependable.	4	3	2	1
3. make more effective decisions.	4	3	2	1
4. work as a team member.	4	3	2	1
5. follow rules and regulations for the good of the total membership.	4	3	2	1
6. be a better citizen.	4	3	2	1
7. identify the democratic ideals of our society.	4	3	2	1
8. identify the responsibilities of a good citizen.	4	3	2	1
9. identify the responsibilities of being a club member.	4	3	2	1
10. begin to set additional personal goals.	4	3	2	1
11. improve confidence in my work.	4	3	2	1
12. improve my ability to express my opinions.	4	3	2	1
13. increase my desire to work in the trade, industrial, technical or health related field.	4	3	2	1
14. develop skills that will prepare me for a future career in the trade, industrial, technical, or health related field.	4	3	2	1
15. develop contacts with people now working in the field of trade, industrial technical, or health related area.	4	3	2	1
16. demonstrate the importance and dignity of work.	4	3	2	1
17. identify family and community responsibilities.	4	3	2	1

BEING A MEMBER OF VICA HAS PROVIDED ME THE OPPORTUNITY TO:	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
18. gain friends.	4	3	2	1
19. become involved in projects involving groups outside of school.	4	3	2	1
20. practice acceptable social and business manners.	4	3	2	1
21. use parliamentary procedure.	4	3	2	1
22. plan and conduct a meeting.	4	3	2	1
23. introduce an individual to a group.	4	3	2	1
24. improve my listening habits.	4	3	2	1
25. speak effectively in front of a group.	4	3	2	1
26. improve my ability to follow directions.	4	3	2	1
27. improve my ability to give directions.	4	3	2	1
28. profit from constructive criticism.	4	3	2	1
MY VICA CLUB:				
29. encourages members to dress appropriately for activities.	4	3	2	1
30. helps improve members' attitude about school.	4	3	2	1
31. allows me to participate in the operation of local VICA functions.	4	3	2	1
32. provides leadership training opportunities.	4	3	2	1
33. develops a new program of activities/work each year.	4	3	2	1
34. encourage members to take leadership roles.	4	3	2	1
35. provides recognition through awards (such as the American VICA degree).	4	3	2	1
36. provides sufficient activities to allow members an opportunity to achieve recognition.	4	3	2	1
37. makes me feel proud to be a VICA member.	4	3	2	1
38. provides ways for my family to become more involved in school activities.	4	3	2	1

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DIRECTIONS: As a member of VICA you have had the opportunity to experience or participate in a variety of club activities. Please rate your opinion of the following activities of your club by CIRCLING the appropriate number. Use the following descriptions in determining your response.

DESCRIPTORS FOR RATING SCALE

(5) SUPER . . . . . .this VICA activity or project was WORTHWHILE and should be a regular activity each year.

(4) O.K. . . . . .this VICA activity or project was AVERAGE and should be considered when planning activities for next year.

(3) BORING. . . . . .this VICA activity or project was MARGINAL and needs some changes before considering for a future club function.

(2) FLOP . . . . . .this VICA activity or project was USELESS and needs to be changed before being considered for a future club function.

(1) I DID NOT PARTICIPATE . .this VICA activity or project was conducted or participated in by the club, but I DID NOT PARTICIPATE or ATTEND.

(0) CLUB DID NOT PARTICIPATE. . . . . .this VICA activity or project WAS NOT CONDUCTED or PARTICIPATED IN by the club.

RATE THE ACTIVITIES/PROJECTS AS THEY APPLY TO YOUR CLUB. Example: By circling the number "4" you would have indicated you felt this activity/project of your club to be O.K. or AVERAGE.	SUPER--WORTHWHILE	O.K.--AVERAGE	BORING--MARGINAL	FLOP--USELESS	I DID NOT PARTICIPATE	CHAPTER DID NOT PARTICIPATE
ACTIVITY/PROJECT						
1. District VICA Convention	5	4	3	2	1	0
2. State VICA Convention	5	4	3	2	1	0
3. Region IV VICA Leadership Conference	5	4	3	2	1	0
4. District Fall Leadership Conference	5	4	3	2	1	0
5. Parent/Member Activity (i.e. Open House)	5	4	3	2	1	0
6. Club Social/Recreational Activity (i.e. picnic; dance)	5	4	3	2	1	0
7. Officer/Member Initation-Installation Ceremony	5	4	3	2	1	0
8. Membership Drive/Promotion Activity	5	4	3	2	1	0
9. Special Recognition Program	5	4	3	2	1	0
10. Community Service Project (i.e. community clean-up; blood drive)	5	4	3	2	1	0
11. Trade Show, Exhibit, or Trade/Industry/Technical/Health Conference	5	4	3	2	1	0
12. Careers in Industry Project	5	4	3	2	1	0

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ACTIVITY/PROJECT	SUPER--WORTHWHILE	O.K. -- AVERAGE	BORING--MARGINAL	FLOP--USELESS	I DID NOT PARTICIPATE	CHAPTER DID NOT PARTICIPATE
13. Employer-Employee Functior (i.e. Banquet; Bosses Breakfast)	5	4	3	2	1	0
14. Benevolent Activity/Project (i.e. Salvation Army Food Drive)	5	4	3	2	1	0
15. Local Leadership Training Activity/Project	5	4	3	2	1	0
16. National VICA Week Activity/Project	5	4	3	2	1	0
17. Typical Club Meeting	5	4	3	2	1	0
18. VICA Competitive Events	5	4	3	2	1	0
19. Chapter Guest Speaker (i.e. Industry person, district VICA officer)	5	4	3	2	1	0
20. Field Trip (Example: toured a local industrial plant)	5	4	3	2	1	0
21. VICA Officer Campaign (on district or state level)	5	4	3	2	1	0
22. Vocational Initiative and Club Achievement Program	5	4	3	2	1	0
23. United States Skill Olympics	5	4	3	2	1	0
24. Get Out To Vote Project	5	4	3	2	1	0
OTHER ACTIVITIES/PROJECTS YOUR CLUB PARTICIPATED IN:						
25.	5	4	3	2	1	0
26.	5	4	3	2	1	0
27.	5	4	3	2	1	0
28.	5	4	3	2	1	0
29.	5	4	3	2	1	0
30.	5	4	3	2	1	0

THANK YOU FOR PARTICIPATING IN THIS STUDY.

ATTACHEMENT SECTION 4

TEACHER-ADVISOR QUESTIONNAIRES

DECA ADVISOR QUESTIONNAIRE

DIRECTIONS: Please complete the following information which are relative to your particular school and position. The information that you provide will be used for statistical purposes only. You will not be identified individually.

1. Sex: (1) MALE ____ (2) FEMALE ____

2. Number of years of teaching experience, including this year, you have in Marketing and Distributive Education. _____ YEAR(S)

3. Did you receive training (i.e. course work, practical experience) to work with the vocational student organization (DECA) during preparation for becoming a Marketing and Distributive Education teacher?
   (1) YES ____ (2) NO ____

4. What additional course work or experiences do you believe are needed?_____

5. Were you a member of DECA in: A. HIGH SCHOOL (1) YES ____ (2) NO ____
   B. POST SECONDARY (1) YES ____ (2) NO ____
   C. COLLEGE (1) YES ____ (2) NO ____

6. Do you receive extra compensation (either in released time, stipend, or some other form) for serving as the DECA Chapter Advisor? (1) YES ____ (2) NO ____

7. Do you believe that the following statement reflects your belief in relation to DECA and the Marketing and Distributive Education program?

   DECA should be an integral part of the Marketing and Distributive Education program, in that it should provide opportunities to further develop competencies normally learned in the classroom.

   (1) YES ____ (2) NO ____

8. Should all students in the Marketing and Distributive Education program be members of DECA?
   (1) YES ____ (2) NO ____

9. Should students be currently enrolled in the Marketing and Distributive Education program to be a member of DECA? (1) YES ____ (2) NO ____

10. What percentage (%) of eligible students enrolled in the Marketing and Distributive Education program are members of the local DECA Chapter? _____ % MEMBERS

11. What percentage (%) of student-members attend regularly scheduled chapter meetings of DECA at the following times (CIRCLE the number in the column that applies):

	AVERAGE PERCENTAGE OF MEMBERS ATTENDING				
MEETING TIMES	N/A	Below 39%	40-59%	60-79%	80-100%
DURING CLASS	1	2	3	4	5
BEFORE REGULAR SCHOOL DAY BEGINS	1	2	3	4	5
AFTER REGULAR SCHOOL DAY ENDS	1	2	3	4	5
EVENINGS	1	2	3	4	5
OTHER (please explain):	1	2	3	4	5

12. Which of the following barriers have you encountered as a DECA advisor that impedes your ability to serve as vocational student organization advisor (please CIRCLE the number indicating your response):

YES	NO		
1	2	A.	LACK OF INTEREST ON THE STUDENTS PART
1	2	B.	CONFLICTING STUDENT SCHEDULES
1	2	C.	LACK OF COMMUNITY SUPPORT
1	2	D.	LOCAL SCHOOL STUDENT GOVERNMENT
1	2	E.	LOCAL SCHOOL ADMINISTRATION
1	2	F.	EMPLOYMENT SCHEDULES OF STUDENTS AND/OR SENDING SCHOOLS
1	2	G.	FINANCIAL CONSTRAINTS
1	2	H.	OTHER TEACHERS WITHIN THE LOCAL SCHOOL SYSTEM
1	2	I.	MY PERSONAL LACK OF UNDERSTANDING ABOUT DECA
1	2	J.	MY LACK OF TIME
1	2	K.	OTHER (please explain):_____
1	2	L.	OTHER (please explain):_____

13. What do you believe the student-members of the DECA Chapter like BEST about the organization? (Please list a minimum of three, if possible).

A._____

B._____

C._____

14. What do you believe the student-members of the DECA Chapter like LEAST about the organization? (Please list a minimum of three, if possible).

A._____

B._____

C._____

15. In your opinion, why do most Marketing and Distributive Education students join DECA?

_____

_____

16. How would you rate your attitude toward DECA and its activities?

___ (5) I AM A STRONG SUPPORTER--I THINK IT'S VERY IMPORTANT.
___ (4) I AM AN ABOVE AVERAGE SUPPORTER--I THINK IT'S IMPORTANT.
___ (3) I AM AN AVERAGE SUPPORTER--I THINK IT'S SOMEWHAT IMPORTANT.
___ (2) I AM AN BELOW AVERAGE SUPPORTER--I THINK IT'S OF LITTLE IMPORTANCE.
___ (1) I DO NOT SUPPORT--I THINK IT'S OF NO IMPORTANCE.

17. Which of the following statements best represents the role of a DECA Chapter Advisor?

___ (5) PROVIDES LEADERSHIP
___ (4) SERVES AS A GUIDANCE/RESOURCE PERSON FOR STUDENT-MEMBERS
___ (3) SHARES LEADERSHIP RESPONSIBILITIES WITH STUDENT-MEMBERS
___ (2) VOLUNTEERS ASSISTANCE WHEN THE NEED ARISES
___ (1) ASSISTS ONLY WHEN ASKED

18. How often do you meet with the chapter officers and/or student-members for chapter program planning purposes?

___ (5) ONCE PER MONTH
___ (4) ONCE PER WEEK
___ (3) PRIOR TO AN ACTIVITY
___ (2) NOT AT ALL
___ (1) OTHER (please explain):_____

19. How many hours do you spend per month on DECA activities outside the regular 6 or 7 period school day?
_____ HOURS PER MONTH

20. To what degree do you believe the present activities of DECA are accomplishing the stated goals and objectives of the organization?
___ (5) GREATLY EXCEEDING
___ (4) ABOVE AVERAGE
___ (3) AVERAGE
___ (2) BELOW AVERAGE
___ (1) NOT MEETING

21. How can the local DECA Chapter Activities be improved? _____

22. What DECA activities do you consider appropriate to be held during classroom instructional time?

23. On the average, how many hours of classroom instructional time is spent on the above DECA activities each month? _____ HOURS PER MONTH

24. What three DECA activities do you believe are the most important to the student-members?
A. _____
B. _____
C. _____

DIRECTIONS: As a DECA Chapter Advisor, you have had the opportunity to supervise a variety of experiences. Please CIRCLE the number to the right of each statement which best represents your feeling or belief toward the statement. Use the rating scale given below to indicate your response.

DESCRIPTORS FOR RATING SCALE

(4) STRONGLY AGREE	I TOTALLY SUPPORT and believe that this statement is TRUE.
(3) AGREE	I SUPPORT and/or believe that this statement is PARTIALLY TRUE.
(2) DISAGREE	I FIND LITTLE TO SUPPORT and/or believe that this statement is PARTIALLY FALSE.
(1) STRONGLY DISAGREE	I CANNOT SUPPORT and believe that this statement is FALSE.

RATE THE STATEMENTS BELOW AS THEY APPLY TO YOUR STUDENT-MEMBERS Example: By circling the number "3" you would have indicated that you support the statement or feel it to be PARTIALLY TRUE.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
AS A RESULT OF THE STUDENTS BEING A MEMBER OF THE DECA CHAPTER, THEY HAVE BEEN PROVIDED THE OPPORTUNITY TO:				
1. demonstrate respect for the rights of others	4	3	2	1
2. become more dependable.	4	3	2	1
3. make more effective decisions.	4	3	2	1
4. work as a team member.	4	3	2	1
5. follow rules and regulations for the good of the total membership.	4	3	2	1

AS A RESULT OF THE STUDENTS BEING A MEMBER OF THE DECA CHAPTER, THEY HAVE BEEN PROVIDED THE OPPORTUNITY TO:	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
6. be a better citizen.	4	3	2	1
7. identify the democratic ideals of our society.	4	3	2	1
8. identify the responsibilities of a good citizen.	4	3	2	1
9. identify the responsibilities of being a chapter member.	4	3	2	1
10. begin to set additional personal goals.	4	3	2	1
11. improve confidence in their work.	4	3	2	1
12. improve their ability to express their opinions.	4	3	2	1
13. increase their desire to work in the field of marketing and distribution.	4	3	2	1
14. develop skills that will prepare them for future careers in marketing.	4	3	2	1
15. develop contacts with people now working in the field of marketing.	4	3	2	1
16. demonstrate the importance and dignity of work.	4	3	2	1
17. identify family and community responsibilities.	4	3	2	1
18. gain friends.	4	3	2	1
19. become involved in projects involving groups outside of school.	4	3	2	1
20. practice acceptable social and business manners.	4	3	2	1
21. use parliamentary procedure.	4	3	2	1
22. plan and conduct a meeting.	4	3	2	1
23. introduce an individual to a group.	4	3	2	1
24. improve their listening habits.	4	3	2	1
25. speak effectively in front of a group.	4	3	2	1
26. improve their ability to follow directions.	4	3	2	1
27. improve their ability to give directions.	4	3	2	1
28. profit from constructive criticism.	4	3	2	1
THE LOCAL DECA CHAPTER:				
29. encourages members to dress appropriately for chapter functions.	4	3	2	1
30. helps improve members' attitudes about school.	4	3	2	1
31. allows members to participate in the operation of local DECA functions.	4	3	2	1
32. provides leadership training opportunities.	4	3	2	1
33. develops a new program of activities/work each year.	4	3	2	1
34. encourages members to take leadership roles.	4	3	2	1
35. provides recognition through awards (i.e. Merit Awards Program).	4	3	2	1
36. provides sufficient activities to allow members an opportunity to achieve recognition.	4	3	2	1
37. makes them feel proud to be a DECA member.	4	3	2	1
38. provides ways for their family to become more involved in school activities.	4	3	2	1

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DIRECTIONS: CIRCLE the number ("1" for YES; "2" for NO) corresponding to the activities conducted by the local DECA Chapter.

THE LOCAL DECA CHAPTER:

YES	NO		
1	2	1.	CONDUCT AN OFFICER INSTALLATION CEREMONY.
1	2	2.	CONDUCTS A MEMBER INITIATION CEREMONY.
1	2	3.	CONDUCTS AT LEAST ONE PROFESSIONAL CHAPTER MEETING PER MONTH.
1	2	4.	DEVELOPS AN ANNUAL PROGRAM OF WORK/ACTIVITIES.
1	2	5.	HAS A LOCAL CONSTITUTION AND BY-LAWS.
1	2	6.	HAS ELECTION OF OFFICERS IN AN ORGANIZED PROCESS.
1	2	7.	USES OPENING AND CLOSING CEREMONIES AT CHAPTER MEETINGS.
1	2	8.	HAS PRESENTATIONS BY GUEST SPEAKERS AT CHAPTER MEETINGS.
1	2	9.	CONDUCTS A MEMBERSHIP DRIVE OR RECRUITMENT ACTIVITY.
1	2	10.	CONDUCTS A SOCIAL/RECREATIONAL ACTIVITY (i.e. dance; picnic).
1	2	11.	CONDUCTS A BENEVOLENT ACTIVITY (i.e. Salvation Army Food Drive).
1	2	12.	ASSISTS A CHARITABLE ORGANIZATION.
1	2	13.	CONDUCTS ACTIVITIES ENCOURAGING SCHOLARSHIP BY MEMBERS.
1	2	14.	CONDUCTS A PARENT'S NIGHT OR PARENT/MEMBER ACTIVITY.
1	2	15.	CONDUCTS AN ACTIVITY TO ACQUAINT SCHOOL FACULTY AND ADMINISTRATION WITH DECA.
1	2	16.	CONDUCTS AN EMPLOYEE/EMPLOYER FUNCTION (i.e. Banquet; Bosses Breakfast).
1	2	17.	CONDUCTS A NATIONAL DECA WEEK ACTIVITY.
1	2	18.	PARTICIPATES IN A CAREER DAY OR CAREER CLINIC ACTIVITY.
1	2	19.	HAS ARTICLES CONCERNING DECA ACTIVITIES IN THE LOCAL COMMUNITY NEWSPAPER.
1	2	20.	HAS ARTICLES CONCERNING DECA ACTIVITIES IN THE SCHOOL NEWSPAPER.
1	2	21.	CONDUCTS A NATIONAL VOCATIONAL EDUCATION WEEK ACTIVITY.
1	2	22.	CONDUCTS AN "ASSEMBLY PROGRAM" FOR THE SCHOOL.
1	2	23.	USES RECOMMENDED PARAPHERNALIA AT CHAPTER MEETINGS (i.e. banner, gavel, etc.).
1	2	24.	MAINTAINS OFFICAL CHAPTER NOTEBOOKS (i.e. DECA Secretary's Book; DECA Scrapbook).
1	2	25.	PARTICIPATES IN DISTRICT/AREA DECA CONFERENCE(S).
1	2	26.	PARTICIPATES IN CENTRAL REGION DECA CONFERENCE.
1	2	27.	PARTICIPATES IN STATE DECA CONFERENCE.
1	2	28.	PROVIDES INFORMATION RELATED TO CAREERS IN MARKETING AND DISTRIBUTION.
1	2	29.	PRESENTS AN HONORARY MEMBERSHIP OR SIMILAR AWARD EACH YEAR.
1	2	30.	SPONSORS AN ALUMNI CHAPTER OR ALUMNI AFFLIATE(S).
1	2	31.	PARTICIPATES IN OR CONDUCTS LEADERSHIP WORKSHOPS.
1	2	32.	CONDUCTS FIELD TRIPS AS A PART OF CHAPTER MEETINGS.
1	2	33.	MAKES PRESENTATIONS OR DEMONSTRATIONS BEFORE CIVIC OR BUSINESS GROUPS.

THE LOCAL DECA CHAPTER:

YES	NO		
1	2	34.	CONDUCTS A CREATIVE MARKETING PROJECT.
		35.	PARTICIPATES IN THE FOLLOWING SPECIAL PROJECT COMPETITIVE EVENTS:
1	2		A. PHILLIPS FREE ENTERPRISE CHAPTER/INDIVIDUAL PROJECT
1	2		B. 7-UP/MDA CIVIC CONSCIOUSNESS PROJECT
1	2		C. ANTI-SHOPLIFTING PROJECT
1	2		D. PEPSI LEARN AND EARN PROJECT
		36.	PARTICIPATES IN THE COMPETENCY BASED COMPETITIVE EVENTS SERIES:
1	2		A. APPAREL & ACCESSORIES MARKETING SERIES
1	2		B. GENERAL MERCHANDISE RETAILING SERIES
1	2		C. FINANCE & CREDIT MARKETING
1	2		D. ADVERTISING & DISPLAY SERVICES
1	2		E. FOOD MARKETING
1	2		F. RESTAURANT MARKETING & MANAGEMENT
		37.	PARTICIPATES IN THE COMPETENCY BASED WRITTEN COMPETITIVE EVENTS:
1	2		A. APPAREL & ACCESSORIES MARKETING
1	2		B. FINANCE AND CREDIT MARKETING
1	2		C. FOOD MARKETING
1	2		D. GENERAL MERCHANDISE RETAILING
		38.	PARTICIPATES IN THE MISSOURI STATE DECA COMPETITIVE EVENTS:
1	2		A. JOB MANUAL
1	2		B. PARLIAMENTARY PROCEDURE
1	2		C. SALES DEMONSTRATION
1	2		D. MISSOURI CHAPTER OF THE YEAR

39. DESCRIBE ANY OTHER ACTIVITIES AND/OR ACHIEVEMENTS OF THE LOCAL DECA CHAPTER:

_____

_____

_____

_____

_____

_____

THANK YOU FOR PARTICIPATING IN THIS STUDY.

FBLA ADVISOR QUESTIONNAIRE

DIRECTIONS: Please complete the following information which are relative to your particular school and position. The information that you provide will used for statistical purposes only. You will not be identified individually.

1. Sex: (1) MALE ____ (2) FEMALE ____

2. Number of years of teaching experience, including this year, you have in Business & Office Education?
_____ YEAR(S)

3. Did you receive training (i.e. course work, practical experience) to work with the vocational student organization (FBLA) during preparation for becoming a Business & Office Education teacher?
(1) YES ____ (2) NO ____

4. What additional course work or experiences do you believe are needed?_____
_____
_____

5. Were you a member of FBLA/PBL in: A. HIGH SCHOOL (1) YES ____ (2) NO ____
B. POST SECONDARY (1) YES ____ (2) NO ____
C. COLLEGE (1) YES ____ (2) NO ____

6. Do you receive extra compensation (either in released time, stipend, or some other form) for serving as the FBLA Chapter Advisor? (1) YES ____ (2) NO ____

7. Do you believe that the following statement reflects your belief in relation to FBLA and the Business and Office Education program?

FBLA should be an integral part of the Business and Office Education program, in that it should provide opportunities to further develop competencies normally learned in the classroom.

(1) YES ____ (2) NO ____

8. Should all students in the Business and Office Education program(s) be members of FBLA?
(1) YES ____ (2) NO ____

9. Should students be currently enrolled in Business and Office Education program(s) to be a member of FBLA? (1) YES ____ (2) NO ____

10. What percentage (%) of eligible students enrolled in the Business and Office Education program(s) are members of the local FBLA Chapter? _____% MEMBERS

11. What percentage (%) of student-members attend regularly scheduled chapter meetings of FBLA at the following times (CIRCLE the number in the column that applies):

	AVERAGE PERCENTAGE OF MEMBERS ATTENDING				
MEETING TIMES	N/A	Below 39%	40-59%	60-79%	80-100%
DURING CLASS	1	2	3	4	5
BEFORE REGULAR SCHOOL DAY BEGINS	1	2	3	4	5
AFTER REGULAR SCHOOL DAY ENDS	1	2	3	4	5
EVENINGS	1	2	3	4	5
OTHER (please explain):	1	2	3	4	5

12. Which of the following barriers have you encountered as a FBLA advisor that impedes your ability to serve as vocational student organization advisor (please CIRCLE the number indicating your response):

YES	NO		
1	2	A.	LACK OF INTEREST ON THE STUDENTS PART
1	2	B.	CONFLICTING STUDENT SCHEDULES
1	2	C.	LACK OF COMMUNITY SUPPORT
1	2	D.	LOCAL SCHOOL STUDENT GOVERNMENT
1	2	E.	LOCAL SCHOOL ADMINISTRATION
1	2	F.	EMPLOYMENT SCHEDULES OF STUDENTS AND/OR SENDING SCHOOLS
1	2	G.	FINANCIAL CONSTRAINTS
1	2	H.	OTHER TEACHERS WITHIN THE LOCAL SCHOOL SYSTEM
1	2	I.	MY PERSONAL LACK OF UNDERSTANDING ABOUT FBLA
1	2	J.	MY LACK OF TIME
1	2	K.	OTHER (please explain):_____
1	2	L.	OTHER (please explain):_____

13. What do you believe the student-members of the FBLA Chapter like BEST about the organization? (Please list a minimum of three, if possible).

A._____

B._____

C._____

14. What do you believe the student-members of the FBLA Chapter like LEAST about the organization? (Please list a minimum of three, if possible).

A._____

B._____

C._____

15. In your opinion, why do most Business and Office Education students join FBLA?

_____

_____

16. How would you rate your attitude toward FBLA and it's activities?

____ (5) I AM A STRONG SUPPORTER--I THINK IT'S VERY IMPORTANT.
____ (4) I AM AN ABOVE AVERAGE SUPPORTER--I THINK IT'S IMPORTANT.
____ (3) I AN A AVERAGE SUPPORTER--I THINK IT'S SOMEWHAT IMPORTANT.
____ (2) I AM AN BELOW AVERAGE SUPPORTER--I THINK IT'S OF LITTLE IMPORTANCE.
____ (1) I DO NOT SUPPORT--I THINK IT'S OF NO IMPORTANCE.

17. Which of the following statements best represents the role of a FBLA Chapter Advisor?

____ (5) PROVIDES LEADERSHIP
____ (4) SERVES AS A GUIDANCE/RESOURCE PERSON FOR STUDENT-MEMBERS
____ (3) SHARES LEADERSHIP RESPONSIBILITIES WITH STUDENT-MEMBERS
____ (2) VOLUNTEERS ASSISTANCE WHEN THE NEED ARISES.
____ (1) ASSISTS ONLY WHEN ASKED.

18. How often do you meet with the chapter officers and/or student-members for chapter program planning purposes?

____ (5) ONCE PER MONTH
____ (4) ONCE PER WEEK
____ (3) PRIOR TO AN ACTIVITY
____ (2) NOT AT ALL
____ (1) OTHER (please explain):_____

19. How many hours do you spend per month on FBLA activities outside the regular 6 or 7 period school day?

_____ HOURS PER MONTH

20. To what degree do you believe the present activities of FBLA are accomplishing the stated goals and objectives of the organization?

____ (5) GREATLY EXCEEDING
____ (4) ABOVE AVERAGE
____ (3) AVERAGE
____ (2) BELOW AVERAGE
____ (1) NOT MEETING

21. How can the local FBLA Chapter Activities be improved?_____

_____

_____

22. What FBLA activities do you consider appropriate to be held during classroom instructional time?

_____

_____

_____

23. On the average, how many hours of classroom instructional time is spent on the above FBLA activities each month? _____ HOURS PER MONTH

24. What three FBLA activities do you believe are the most important to the student-members?

A._____

B._____

C._____

DIRECTIONS: As a FBLA Chapter Advisor, you have had the opportunity to supervise a variety of experiences. Please CIRCLE the number to the right of each statement which best represents your feeling or belief toward the statement. Use the rating scale given below to indicate your response.

DESCRIPTORS FOR RATING SCALE

(4) STRONGLY AGREE . . . . I TOTALLY SUPPORT and believe that this statement is TRUE.
(3) AGREE . . . . . I SUPPORT and/or believe that this statement is PARTIALLY TRUE.
(2) DISAGREE . . . . . I FIND LITTLE TO SUPPORT and/or believe that this statement is PARTIALLY FALSE.
(1) STRONGLY DISAGREE . . I CANNOT SUPPORT and believe that this statement is FALSE.

RATE THE STATEMENTS BELOW AS THEY APPLY TO YOUR STUDENT-MEMBERS Example: By circling the number "3" you would have indicated that you support the statement or feel it to be PARTIALLY TRUE.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
AS A RESULT OF THE STUDENTS BEING A MEMBER OF THE FBLA CHAPTER, THEY HAVE BEEN PROVIDED THE OPPORTUNITY TO:				
1. demonstrate respect for the rights of others.	4	3	2	1
2. become more dependable.	4	3	2	1
3. make more effective decisions.	4	3	2	1
4. work as a team member.	4	3	2	1
5. follow rules and regulations for the good of the total membership.	4	3	2	1

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AS A RESULT OF THE STUDENTS BEING A MEMBER OF THE FBLA CHAPTER, THEY HAVE BEEN PROVIDED THE OPPORTUNITY TO:	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
6. be a better citizen.	4	3	2	1
7. identify the democratic ideals of our society.	4	3	2	1
8. identify the responsibilities of a good citizen.	4	3	2	1
9. identify the responsibilities of being a chapter member.	4	3	2	1
10. begin to set additional personal goals.	4	3	2	1
11. improve confidence in their work.	4	3	2	1
12. improve their ability to express their opinion.	4	3	2	1
13. increase their desire to work in the field of business and office.	4	3	2	1
14. develop skills that will prepare them for future careers in business.	4	3	2	1
15. develop contacts with people now working in the field of business and office.	4	3	2	1
16. demonstrate the importance and dignity of work.	4	3	2	1
17. identify family and community responsibilities.	4	3	2	1
18. gain friends.	4	3	2	1
19. become involved in project involving groups outside of school.	4	3	2	1
20. practice acceptable social and business manners.	4	3	2	1
21. use parliamentary procedure.	4	3	2	1
22. plan and conduct a meeting.	4	3	2	1
23. introduce an individual to a group.	4	3	2	1
24. improve their listening habits.	4	3	2	1
25. speak effectively in front of a group.	4	3	2	1
26. improve their ability to follow directions.	4	3	2	1
27. improve their ability to give directions.	4	3	2	1
28. profit from constructive criticism.	4	3	2	1
THE LOCAL FBLA CHAPTER:				
29. encourages members to dress appropriately for chapter functions.	4	3	2	1
30. helps improve members' attitudes about school.	4	3	2	1
31. allows members to participate in the operation of local FBLA functions.	4	3	2	1
32. provides leadership training opportunities.	4	3	2	1
33. develops a new program of activities/work each year.	4	3	2	1
34. encourages members to take leadership roles.	4	3	2	1
35. provides recognition through awards.	4	3	2	1
36. provides sufficient activities to allow members an opportunity to achieve recognition.	4	3	2	1
37. makes them feel proud to be a FBLA member.	4	3	2	1
38. provides ways for their family to become more involved in school activities.	4	3	2	1

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DIRECTIONS: CIRCLE the number ("1" for YES; "2" for NO) corresponding to the activities conducted by the local FBLA Chapter.

THE LOCAL FBLA CHAPTER:

YES	NO		
1	2	1.	CONDUCTS AN OFFICER INSTALLATION CEREMONY.
1	2	2.	CONDUCTS A MEMBER INITIATION CEREMONY.
1	2	3.	CONDUCTS AT LEAST ONE PROFESSIONAL CHAPTER MEETING PER MONTH.
1	2	4.	DEVELOPS AN ANNUAL PROGRAM OF WORK/ACTIVITIES.
1	2	5.	HAS A LOCAL CONSTITUTION AND BY-LAWS.
1	2	6.	HAS ELECTION OF OFFICERS IN AN ORGANIZED PROCESS.
1	2	7.	USES OPENING AND CLOSING CEREMONIES AT CHAPTER MEETINGS.
1	2	8.	HAS PRESENTATIONS BY GUEST SPEAKERS AT CHAPTER MEETINGS.
1	2	9.	CONDUCTS A MEMBERSHIP DRIVE OR RECRUITMENT ACTIVITY.
1	2	10.	CONDUCTS A SOCIAL/RECREATIONAL ACTIVITY (i.e. dance; picnic).
1	2	11.	CONDUCTS A BENEVOLENT ACTIVITY (i.e. Salvation Army food drive).
1	2	12.	ASSISTS A CHARITABLE ORGANIZATION.
1	2	13.	CONDUCTS ACTIVITIES ENCOURAGING SCHOLARSHIP BY MEMBERS.
1	2	14.	CONDUCTS A PARENT'S NIGHT OR PARENT/MEMBER ACTIVITY.
1	2	15.	CONDUCTS AN ACTIVITY TO ACQUAINT SCHOOL FACULTY AND ADMINISTRATION WITH FBLA.
1	2	16.	CONDUCTS AN EMPLOYEE/EMPLOYER FUNCTION (i.e. Banquet; Bosses Breakfast).
1	2	17.	CONDUCTS A NATIONAL FBLA WEEK ACTIVITY.
1	2	18.	PARTICIPATES IN A CAREER DAY OR CAREER CLINIC ACTIVITY.
1	2	19.	HAS ARTICLES CONCERNING FBLA ACTIVITIES IN THE LOCAL COMMUNITY NEWSPAPER.
1	2	20.	HAS ARTICLES CONCERNING FBLA ACTIVITIES IN THE SCHOOL NEWSPAPER.
1	2	21.	CONDUCTS A NATIONAL VOCATIONAL EDUCATION WEEK ACTIVITY.
1	2	22.	CONDUCTS AN "ASSEMBLY PROGRAM" FOR THE SCHOOL.
1	2	23.	USES RECOMMENDED PARAPHERNALIA AT CHAPTER MEETINGS (i.e. banner, gavel, etc.)
1	2	24.	MAINTAINS OFFICIAL CHAPTER NOTEBOOK (i.e. FBLA Secretary's Book; FBLA Scrapbook).
1	2	25.	PARTICIPATES IN DISTRICT/AREA FBLA CONFERENCE(S).
1	2	26.	PARTICIPATES IN REGIONAL FBLA CONFERENCE(S).
1	2	27.	PARTICIPATES IN STATE FBLA CONFERENCE.
1	2	28.	PROVIDES INFORMATION RELATED TO CAREERS IN BUSINESS AND OFFICE.
1	2	29.	PRESENTS AN HONORARY MEMBERSHIP OR SIMILAR AWARD EACH YEAR.
1	2	30.	SPONSORS AN ALUMNI CHAPTER OR ALUMNI AFFLIATE(S).
1	2	31.	PARTICIPATES IN OR CONDUCTS LEADERSHIP WORKSHOPS.
1	2	32.	CONDUCTS FIELD TRIPS AS A PART OF CHAPTER MEETINGS.
1	2	33.	MAKES PRESENTATIONS OR DEMONSTRATIONS BEFORE CIVIC OR BUSINESS GROUPS.

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THE LOCAL FBLA CHAPTER:

YES	NO		
1	2	34.	CONDUCTS A PROGRAM ON CONSUMER COMPETENCY.
1	2	35.	CONDUCTS A PROGRAM ON THE FREE ENTERPRISE SYSTEM.
1	2	36.	CONDUCTS A PROGRAM ON JOB INTERVIEW AND APPLICATION.
1	2	37.	PARTICIPATES IN THE COMPETITIVE EVENTS PROGRAM ON DISTRICT AND STATE LEVEL.
		38.	DESCRIBE ANY OTHER ACTIVITIES AND/OR ACHIEVEMENTS OF THE LOCAL FBLA CHAPTER:

_____

_____

_____

_____

_____

_____

THANK YOU FOR PARTICIPATING IN THIS STUDY.

FFA ADVISOR QUESTIONNAIRE

DIRECTIONS: Please complete the following information which are relative to your particular school and position. The information that you provide will be used for statistical purposes only. You will not be identified individually.

1. Sex: (1) MALE ____ (2) FEMALE ____

2. Number of years of teaching experience, including this year, you have in Agriculture Education?
_____ YEAR(S)

3. Did you receive training (i.e. course work, practical experience) to work with the vocational student organization (FFA) during preparation for becoming a Agriculture Education teacher?
(1) YES ____ (2) NO ____

4. What additional course work or experiences do you believe are needed?_____
_____
_____

5. Were you a member of FFA in: A. HIGH SCHOOL (1) YES ____ (2) NO ____
B. POST SECONDARY (1) YES ____ (2) NO ____
C. COLLEGE (1) YES ____ (2) NO ____

6. Do you receive extra compensation (either in released time, stipend, or some other form) for serving as the FFA Chapter Advisor? (1) YES ____ (2) NO ____

7. Do you believe that the following statement reflects your belief in relation to FFA and the Agriculture Education program?
FFA should be an integral part of the Vocational Agriculture Education program, in that it should provide opportunities to further develop competencies normally learned in the classroom.
(1) YES ____ (2) NO ____

8. Should all students in the Vocational Agriculture Education program be members of FFA?
(1) YES ____ (2) NO ____

9. Should students be currently enrolled in the Vocational Agriculture Education program to be a member of FFA? (1) YES ____ (2) NO ____

10. What percentage (%) of eligible students enrolled in the Vocational Agriculture Education program are members of the local FFA Chapter? _____% MEMBERS

11. What percentage (%) of student-members attend regularly scheduled chapter meetings of FFA at the following times (CIRCLE the number in the column that applies):

MEETING TIMES	AVERAGE PERCENTAGE OF MEMBERS ATTENDING				
	N/A	Below 39%	40-59%	60-79%	80-100%
DURING CLASS	1	2	3	4	5
BEFORE REGULAR SCHOOL DAY BEGINS	1	2	3	4	5
AFTER REGULAR SCHOOL DAY ENDS	1	2	3	4	5
EVENINGS	1	2	3	4	5
OTHER (please explain):	1	2	3	4	5

12. Which of the following barriers have you encountered as a FFA advisor that impedes your ability to serve as vocational student organization advisor (please CIRCLE the number indicating your response):

YES	NO		
1	2	A.	LACK OF INTEREST ON THE STUDENTS PART
1	2	B.	CONFLICTING STUDENT SCHEDULES
1	2	C.	LACK OF COMMUNITY SUPPORT
1	2	D.	LOCAL SCHOOL STUDENT GOVERNMENT
1	2	E.	LOCAL SCHOOL ADMINISTRATION
1	2	F.	EMPLOYMENT SCHEDULES OF STUDENTS AND/OR SENDING SCHOOLS.
1	2	G.	FINANCIAL CONSTRAINTS
1	2	H.	OTHER TEACHERS WITHIN THE LOCAL SCHOOL SYSTEM
1	2	I.	MY PERSONAL LACK OF UNDERSTANDING ABOUT FFA
1	2	J.	MY LACK OF TIME
1	2	K.	OTHER (please explain):_____
1	2	L.	OTHER (please explain):_____

13. What do you believe the student-members of the FFA Chapter like BEST about the organization? (Please list a minimum of three, if possible).

A._____

B._____

C._____

14. What do you believe the student-members of the FFA Chapter like LEAST about the organization? (Please list a minimum of three, if possible).

A._____

B._____

C._____

15. In your opinion, why do most Vocational Agriculture Education students join FFA?

_____

_____

16. How would you rate your attitude toward FFA and it's activities?

____ (5) I AM A STRONG SUPPORTER--I THINK IT'S VERY IMPORTANT.
____ (4) I AM AN ABOVE AVERAGE SUPPORTER--I THINK IT'S IMPORTANT.
____ (3) I AM A AVERAGE SUPPORTER--I THINK IT'S SOMEWHAT IMPORTANT.
____ (2) I AM AN BELOW AVERAGE SUPPORTER--I THINK IT'S OF LITTLE IMPORTANCE.
____ (1) I DO NOT SUPPORT--I THINK IT'S OF NO IMPORTANCE.

17. Which of the following statements best represents the role of a FFA Chapter Advisor?

____ (5) PROVIDES LEADERSHIP
____ (4) SERVES AS A GUIDANCE/RESOURCE PERSON FOR STUDENT-MEMBERS
____ (3) SHARES LEADERSHIP RESPONSIBILITIES WITH STUDENT-MEMBERS
____ (2) VOLUNTEERS ASSISTANCE WHEN THE NEED ARISES
____ (1) ASSISTS ONLY WHEN ASKED

18. How often do you meet with the chapter officers and/or student-members for chapter program planning purposes?

____ (5) ONCE PER MONTH
____ (4) ONCE PER WEEK
____ (3) PRIOR TO AN ACTIVITY
____ (2) NOT AT ALL
____ (1) OTHER (please explain):_____

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19. How many hours do you spend per month on FFA activities outside the regular 6 or 7 period school day?
_____ HOURS PER MONTH

20. To what degree do you believe the present activities of FFA are accomplishing the stated goals and objectives of the organization?
_____ (5) GREATLY EXCEEDING
_____ (4) ABOVE AVERAGE
_____ (3) AVERAGE
_____ (2) BELOW AVERAGE
_____ (1) NOT MEETING

21. How can the local FFA Chapter Activities be improved?_____
_____
_____

22. What FFA activities do you consider appropriate to be held during classroom instructional time?
_____
_____
_____

23. On the average, how many hours of classroom instructional time is spent on the above FFA activities each month?
_____ HOURS PER MONTH

24. What three FFA activities do you believe are the most important to the student-members?
A._____
B._____
C._____

DIRECTIONS: As a FFA Chapter Advisor, you have had the opportunity to supervise a variety of experiences. Please CIRCLE the number to the right of each statement which best represents your feeling or belief toward the statement. Use the rating scale given below to indicate your response.

DESCRIPTORS FOR RATING SCALE

(4) STRONGLY AGREE . . . . I TOTALLY SUPPORT and believe that this statement is TRUE.
(3) AGREE. . . . . I SUPPORT and/or believe that this statement is PARTIALLY TRUE.
(2) DISAGREE . . . . . I FIND LITTLE TO SUPPORT and/or believe that this statement is PARTIALLY FALSE.
(1) STRONGLY DISAGREE. . . I CANNOT SUPPORT and believe that this statement is FALSE.

RATE THE STATEMENTS BELOW AS THEY APPLY TO YOUR STUDENT-MEMBERS Example: By circling the number "3" you would have indicated that you support the statement or feel it to be PARTIALLY TRUE.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
AS A RESULT OF THE STUDENTS BEING A MEMBER OF THE FFA CHAPTER, THEY HAVE BEEN PROVIDED THE OPPORTUNITY TO:				
1. demonstrate respect for the rights of others.	4	3	2	1
2. become more dependable.	4	3	2	1
3. make more effective decisions.	4	3	2	1
4. work as a team member.	4	3	2	1
5. follow rules and regulations for the good of the total membership.	4	3	2	1

-4-

AS A RESULT OF THE STUDENTS BEING A MEMBER OF THE FFA CHAPTER, THEY HAVE BEEN PROVIDED THE OPPORTUNITY TO:	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
6. be a better citizen.	4	3	2	1
7. identify the democratic ideals of our society.	4	3	2	1
8. identify the responsibilities of a good citizen.	4	3	2	1
9. identify the responsibilities of being a chapter member.	4	3	2	1
10. begin to set additional personal goals.	4	3	2	1
11. improve confidence in their work.	4	3	2	1
12. improve their ability to express their opinion.	4	3	2	1
13. increase their desire to work in the field of agriculture.	4	3	2	1
14. develop skills that will prepare them for future careers in agriculture.	4	3	2	1
15. develop contacts with people now working in the field of agriculture.	4	3	2	1
16. demonstrate the importance and dignity of work.	4	3	2	1
17. identify family and community responsibilities.	4	3	2	1
18. gain friends.	4	3	2	1
19. become involved in projects involving groups outside of school.	4	3	2	1
20. practice acceptable social and business manners.	4	3	2	1
21. use parliamentary procedure.	4	3	2	1
22. plan and conduct a meeting.	4	3	2	1
23. introduce an individual to a group.	4	3	2	1
24. improve their listening habits.	4	3	2	1
25. speak effectively in front of a group.	4	3	2	1
26. improve their ability to follow directions.	4	3	2	1
27. improve their ability to give directions.	4	3	2	1
28. profit from constructive criticism.	4	3	2	1
THE LOCAL FFA CHAPTER:				
29. encourages members to dress appropriately for chapter functions.	4	3	2	1
30. helps improve members' attitudes about school.	4	3	2	1
31. allows members to participate in the operation of local FFA functions.	4	3	2	1
32. provides leadership training opportunities.	4	3	2	1
33. develops a new program of activities/work each year.	4	3	2	1
34. encourages members to take leadership roles.	4	3	2	1
35. provides recognition through awards (i.e. Greenhand degree).	4	3	2	1
36. provides sufficient activities to allow members an opportunity to achieve recognition.	4	3	2	1
37. makes them feel proud to be a FFA member.	4	3	2	1
38. provides ways for their family to become more involved in school activities.	4	3	2	1

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DIRECTIONS: CIRCLE the number ("1" for YES; "2" for NO) corresponding to the activities conducted by the local FFA Chapter.

THE LOCAL FFA CHAPTER:

YES	NO		
1	2	1.	CONDUCTS AN OFFICER INSTALLATION CEREMONY.
1	2	2.	CONDUCTS A MEMBER INITIATION CEREMONY.
1	2	3.	CONDUCTS AT LEAST ONE PROFESSIONAL CHAPTER MEETING PER MONTH.
1	2	4.	DEVELOPS AN ANNUAL PROGRAM OF WORK/ACTIVITIES.
1	2	5.	HAS A LOCAL CONSTITUTION AND BY-LAWS.
1	2	6.	HAS ELECTION OF OFFICERS IN AN ORGANIZED PROCESS.
1	2	7.	USES OPENING AND CLOSING CEREMONIES AT CHAPTER MEETINGS.
1	2	8.	HAS PRESENTATIONS BY GUEST SPEAKERS AT CHAPTER MEETINGS.
1	2	9.	CONDUCTS A MEMBERSHIP DRIVE OR RECRUITMENT ACTIVITY.
1	2	10.	CONDUCTS A SOCIAL/RECREATIONAL ACTIVITY (i.e. dance; picnic).
1	2	11.	CONDUCTS A BENEVOLENT ACTIVITY (i.e. Salvation Army food drive).
1	2	12.	ASSISTS A CHARITABLE ORGANIZATION.
1	2	13.	CONDUCTS ACTIVITIES ENCOURAGING SCHOLARSHIP BY MEMBERS.
1	2	14.	CONDUCTS A PARENT'S NIGHT OR PARENT/MEMBER ACTIVITY.
1	2	15.	CONDUCTS AN ACTIVITY TO ACQUAINT SCHOOL FACULTY AND ADMINISTRATION WITH FFA.
1	2	16.	CONDUCT AN EMPLOYEE/EMPLOYER FUNCTION (i.e. Banquet; Bosses Breakfast).
1	2.	17.	CONDUCTS A NATIONAL FFA WEEK ACTIVITY.
1	2	18.	PARTICIPATES IN A CAREER DAY OR CAREER CLINIC ACTIVITY.
1	2	19.	HAS ARTICLES CONCERNING FFA ACTIVITIES IN THE LOCAL COMMUNITY NEWSPAPER.
1	2	20.	HAS ARTICLES CONCERNING FFA ACTIVITIES IN THE SCHOOL NEWSPAPER.
1	2	21.	CONDUCTS A NATIONAL VOCATIONAL EDUCATION WEEK ACTIVITY.
1	2	22.	CONDUCTS AN "ASSEMBLY PROGRAM" FOR THE SCHOOL.
1	2	23.	USES RECOMMENDED PARAPHERNALIA AT CHAPTER MEETINGS (i.e. banner, gavel, etc.)
1	2	24.	MAINTAINS OFFICAL CHAPTER NOTEBOOKS (i.e. FFA Secretary's Book; FFA Scrapbook).
1	2	25.	PARTICIPATES IN DISTRICT/AREA FFA CONFERENCE(S).
1	2	26.	PARTICIPATES IN REGIONAL FFA CONFERENCE(S) OR SIMILAR ACTIVITIES.
1	2	27.	PARTICIPATES IN STATE FFA CONFERENCE.
1	2	28.	PROVIDES INFORMATION RELATED TO CAREERS IN AGRICULTURE.
1	2	29.	PRESENTS AN HONORARY MEMBERSHIP OR SIMILAR AWARD EACH YEAR.
1	2	30.	SPONSORS AN ALUMNI CHAPTER OR ALUMNI AFFLIATE(S).
1	2	31.	PARTICIPATES IN OR CONDUCTS LEADERSHIP WORKSHOPS.
1	2	32.	CONDUCTS FIELD TRIPS AS A PART OF CHAPTER MEETINGS (i.e. Tour of SOE Projects).
1	2	33.	MAKES PRESENTATIONS OR DEMONSTRATIONS BEFORE CIVIC OR BUSINESS GROUPS.

THE LOCAL FFA CHAPTER:

YES	NO		
1	2	34.	PARTICIPATES IN THE FFA CALENDAR PROGRAM.
1	2	35.	CONDUCTS AN ACTIVITY RELATED TO ENGERY AWARENESS.
1	2	36.	EXHIBITS MEMBER'S PROJECTS AT COUNTY AND/OR STATE FAIR.
1	2	37.	PARTICIPATES IN THE NATIONAL SAFETY AWARD PROGRAM.
1	2	38.	PARTICIPATES IN THE NATIONAL CHAPTER AWARDS PROGRAM.
1	2	39.	PARTICIPATES IN THE BUILDING OUR AMERICA COMMUNITIES (BOAC) PROGRAM.
1	2	40.	PARTICIPATES IN VOCATIONAL AGRICULTURE (JUDGING) CONTESTS.
1	2	41.	PARTICIPATES IN PROFICIENCY AWARD PROGRAMS.
		42.	PARTICIPATES IN THE FOLLOWING FFA (NON-JUDGING) CONTESTS:
1	2		A. EXTEMPORY SPEAKING
1	2		B. PUBLIC SPEAKING
1	2		C. CREED SPEAKING
1	2		D. PARLIAMENTARY PROCEDURE
1	2		E. KNOWLEDGE CONTEST
1	2		F. BEGINNING RECORD BOOK
1	2		G. ENDING RECORD BOOK
		43.	DESCRIBE ANY OTHER ACTIVITIES AND/OR ACHIEVEMENTS OF THE LOCAL FFA CHAPTER:

_____

_____

_____

_____

_____

_____

THANK YOU FOR PARTICIPATING IN THIS STUDY.

FHA/HERO ADVISOR QUESTIONNAIRE

DIRECTIONS: Please complete the following information which are relative to your particular school and position. The information that you provide will be used for statistical purposes only. You will not be identified individually.

1. Sex: (1) MALE ____ (2) FEMALE ____

2. Number of years of teaching experience, including this year, you have in Home Economics Education?
_____ YEARS

3. Did you receive training (i.e. course work, practical experience) to work with the vocational student organization (FHA/HERO) during preparation for becoming a Home Economics Education teacher?
(1) YES ____ (2) NO ____

4. What additional course work or experiences do you believe are needed?_____
_____
_____

5. Were you a member of FHA/HERO in: A. HIGH SCHOOL (1) YES ____ (2) NO ____
B. POST SECONDARY (1) YES ____ (2) NO ____
C. COLLEGE (1) YES ____ (2) NO ____

6. Do you receive extra compensation (either in released time, stipend, or some other form) for serving as the FHA/HERO Chapter Advisor? (1) YES ____ (2) NO ____

7. Do you believe that the following statement reflects your belief in relation to FHA/HERO and the Home Economics Education program?

FHA/HERO should be an integral part of the Home Economics Education program, in that it should provide opportunities to further develop competencies normally learned in the classroom.

(1) YES ____ (2) NO ____

8. Should all students in the Home Economics Education program(s) be members of FHA/HERO?
(1) YES ____ (2) NO ____

9. Should students be currently enrolled in Home Economics Education program(s) to be a member of FHA/HERO? (1) YES ____ (2) NO ____

10. What percentage (%) of eligible students enrolled in the Home Economics Education program(s) are members of the local FHA/HERO Chapter? _____ % MEMBERS

11. What percentage (%) of student-members attend regularly scheduled chapter meetings of FHA/HERO at the following times (CIRCLE the number in the column that applies):

	AVERAGE PERCENTAGE OF MEMBERS ATTENDING				
MEETING TIMES	N/A	Below 39%	40-59%	60-79%	80-100%
DURING CLASS	1	2	3	4	5
BEFORE REGULAR SCHOOL DAY BEGINS	1	2	3	4	5
AFTER REGULAR SCHOOL DAY ENDS	1	2	3	4	5
EVENINGS	1	2	3	4	5
OTHER (please explain):	1	2	3	4	5

12. Which of the following barriers have you encountered as a FHA/HERO Advisor that impedes your ability to serve as vocational student organization advisor (please CIRCLE the number indicating your response):

YES	NO		
1	2	A.	LACK OF INTEREST ON THE STUDENTS PART
1	2	B.	CONFLICTING STUDENT SCHEDULES
1	2	C.	LACK OF COMMUNITY SUPPORT
1	2	D.	LOCAL SCHOOL STUDENT GOVERNMENT
1	2	E.	LOCAL SCHOOL ADMINISTRATION
1	2	F.	EMPLOYMENT SCHEDULES OF STUDENTS AND/OR SENDING SCHOOLS.
1	2	G.	FINANCIAL CONSTRAINTS
1	2	H.	OTHER TEACHERS WITHIN THE LOCAL SCHOOL SYSTEM
1	2	I.	MY PERSONAL LACK OF UNDERSTANDING ABOUT FHA/HERO
1	2	J.	MY LACK OF TIME
1	2	K.	OTHER (please explain):_____
1	2	L.	OTHER (please explain):_____

13. What do you believe the student-members of the FHA/HERO Chapter like BEST about the organization? (Please list a minimum of three, if possible).

A._____

B._____

C._____

14. What do you believe the student-members of the FHA/HERO Chapter like LEAST about the organization? (Please list a minimum of three, if possible).

A._____

B._____

C._____

15. In your opinion, why do most Home Economics Education students join FHA/HERO?

_____

_____

16. How would you rate your attitude toward FHA/HERO and it's activities?

____ (5) I AM A STRONG SUPPORTER--I THINK IT'S VERY IMPORTANT.
____ (4) I AM AN ABOVE AVERAGE SUPPORTER--I THINK IT'S IMPORTANT.
____ (3) I AN A AVERAGE SUPPORTER--I THINK IT'S SOMEWHAT IMPORTANT.
____ (2) I AN AN BELOW AVERAGE SUPPORTER--I THINK IT'S OF LITTLE IMPORTANCE.
____ (1) I DO NO SUPPORT--I THINK IT'S OF NO IMPORTANCE.

17. Which of the following statements best represents the role of a FHA/HERO Chapter Advisor?

____ (5) PROVIDES LEADERSHIP
____ (4) SERVES AS A GUIDANCE/RESOURCE PERSON FOR STUDENT-MEMBERS
____ (3) SHARES LEADERSHIP RESPONSIBILITIES WITH STUDENT-MEMBERS
____ (2) VOLUNTEERS ASSISTANCE WHEN THE NEED ARISES.
____ (1) ASSISTS ONLY WHEN ASKED.

18. How often do you meet with the chapter officers and/or student-members for chapter program planning purposes?

____ (5) ONCE PER MONTH
____ (4) ONCE PER WEEK
____ (3) PRIOR TO AN ACTIVITY
____ (2) NOT AT ALL
____ (1) OTHER (please explain):_____

19. How many hours do you spend per month on FHA/HERO activities outside the regular 6 or 7 period school day?

_____ HOURS PER MONTH

20. To what degree do you believe the present activities of FHA/HERO are accomplishing the stated goals and objectives of the organization?

____ (5) GREATLY EXCEEDING
____ (4) ABOVE AVERAGE
____ (3) AVERAGE
____ (2) BELOW AVERAGE
____ (1) NOT MEETING

21. How can the local FHA/HERO Chapter activities be improved?_____

_____

_____

22. What FHA/HERO activities do you consider appropriate to be held during classroom instructional time?

_____

_____

_____

23. On the average, how many hours of classroom instructional time is spent on the above FHA/HERO activities each month? _____ HOURS PER MONTH

24. What three FHA/HERO activities do you believe are the most important to the student-members?

A._____

B._____

C._____

DIRECTIONS: As a FHA/HERO Chapter Advisor, you have had the opportunity to supervise a variety of experiences. Please CIRCLE the number to the right of each statement which best represents your feeling or belief toward the statement. Use the rating scale given below to indicate your response.

DESCRIPTORS FOR RATING SCALE

(4) STRONGLY AGREE . . . . I TOTALLY SUPPORT and believe that this statement is TRUE.
(3) AGREE . . . . . I SUPPORT and/or believe that this statement is PARTIALLY TRUE.
(2) DISAGREE . . . . . I FIND LITTLE TO SUPPORT and/or believe that this statement is PARTIALLY FALSE.
(1) STRONGLY DISAGREE . . I CANNOT SUPPORT and believe that this statement is FALSE.

RATE THE STATEMENTS BELOW AS THEY APPLY TO YOUR STUDENT-MEMBERS Example: By circling the number "3" you would have indicated that you support the statement or feel it to be PARTIALLY TRUE.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
AS A RESULT OF THE STUDENTS BEING A MEMBER OF THE FHA/HERO CHAPTER, THEY HAVE BEEN PROVIDED THE OPPORTUNITY TO:				
1. demonstrate respect for the rights of others.	4	3	2	1
2. become more dependable.	4	3	2	1
3. make more effective decisions.	4	3	2	1
4. work as a team member.	4	3	2	1
5. follow rules and regulations for the good of the total membership.	4	3	2	1

-4-

AS A RESULT OF THE STUDENTS BEING A MEMBER OF THE FHA/HERO CHAPTER, THEY HAVE BEEN PROVIDED THE OPPORTUNITY TO:	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
6. be a better citizen.	4	3	2	1
7. identify the democratic ideals of our society.	4	3	2	1
8. identify the responsibilities of a good citizen.	4	3	2	1
9. identify the responsibilities of being a chapter member.	4	3	2	1
10. begin to set additional personal goals.	4	3	2	1
11. improve confidence in their work.	4	3	2	1
12. improve their ability to express their opinion.	4	3	2	1
13. increase their desire to work in the field of home economics.	4	3	2	1
14. develop skills that will prepare them for future careers in home economics.	4	3	2	1
15. develop contacts with people now working and living in the community.	4	3	2	1
16. demonstrate the importance and dignity of work in the home economics area.	4	3	2	1
17. identify family and community responsibilities.	4	3	2	1
18. gain friends.	4	3	2	1
19. become involved in projects involving groups outside of school.	4	3	2	1
20. practice acceptable social and business manners.	4	3	2	1
21. use parliamentary procedure.	4	3	2	1
22. plan and conduct a meeting.	4	3	2	1
23. introduce an individual to a group.	4	3	2	1
24. improve their listening habits.	4	3	2	1
25. speak effectively in front of a group.	4	3	2	1
26. improve their ability to follow directions.	4	3	2	1
27. improve their ability to give directions.	4	3	2	1
28. profit from constructive criticism.	4	3	2	1
THE LOCAL FHA/HERO CHAPTER:				
29. encourages members to dress appropriately for chapter functions.	4	3	2	1
30. helps improve members' attitudes about school.	4	3	2	1
31. allows members to participate in the operation of local FHA/HERO functions.	4	3	2	1
32. provides leadership training opportunities.	4	3	2	1
33. develops a new program of activities/work each year.	4	3	2	1
34. ecnourages members to take leadership roles.	4	3	2	1
35. provides recognition through awards.	4	3	2	1
36. provides sufficient activities to allow members an opportunity to achieve recognition.	4	3	2	1
37. makes them feel proud to be a FHA/HERO member.	4	3	2	1
38. provides ways for their family to become more involved in school activities.	4	3	2	1

-5-

DIRECTIONS: CIRCLE the number ("1" for YES; "2" for NO) corresponding to the activities conducted by the local FHA/HERO Chapter.

THE LOCAL FHA/HERO CHAPTER:

YES	NO		
1	2	1.	CONDUCTS AN OFFICER INSTALLATION CEREMONY.
1	2	2.	CONDUCTS A MEMBER INITIATION CEREMONY.
1	2	3.	CONDUCTS AT LEAST ONE PROFESSIONAL CHAPTER MEETING PER MONTH.
1	2	4.	DEVELOPS AN ANNUAL PROGRAM OF WORK/ACTIVITIES.
1	2	5.	HAS A LOCAL CONSTITUTION AND BY-LAWS.
1	2	6.	HAS ELECTION OF OFFICERS IN AN ORGANIZED PROCESS.
1	2	7.	USES OPENING AND CLOSING CEREMONIES AT CHAPTER MEETINGS.
1	2	8.	HAS PRESENTATIONS BY GUEST SPEAKERS AT CHAPTER MEETINGS.
1	2	9.	CONDUCTS A MEMBERSHIP DRIVE OR RECRUITMENT ACTIVITY.
1	2	10.	CONDUCTS A SOCIAL/RECREATIONAL ACTIVITY (i.e. dance; picnic).
1	2	11.	CONDUCTS A BENEVOLENT ACTIVITY (i.e. Salvation Army food drive).
1	2	12.	ASSISTS A CHARITABLE ORGANIZATION.
1	2	13.	CONDUCTS ACTIVITIES ENCOURAGING SCHOLARSHIP BY MEMBERS.
1	2	14.	CONDUCTS A PARENT'S NIGHT OR PARENT/MEMBER ACTIVITY.
1	2	15.	CONDUCTS AN ACTIVITY TO ACQUAINT SCHOOL FACULTY AND ADMINISTRATION WITH FHA/HERO.
1	2	16.	CONDUCTS AN EMPLOYEE/EMPLOYER FUNCTION (i.e. Banquet, Bosses Breakfast).
1	2	17.	CONDUCTS A NATIONAL FHA/HERO WEEK ACTIVITY.
1	2	18.	PARTICIPATES IN A CAREER DAY OR CAREER CLINIC ACTIVITY.
1	2	19.	HAS ARTICLES CONCERNING FHA/HERO IN THE LOCAL COMMUNITY NEWSPAPER.
1	2	20.	HAS ARTICLES CONCERNING FHA/HERO IN THE SCHOOL NEWSPAPER.
1	2	21.	CONDUCTS A NATIONAL VOCATIONAL EDUCATION WEEK ACTIVITY.
1	2	22.	CONDUCTS AN "ASSEMBLY PROGRAM" FOR THE SCHOOL.
1	2	23.	USES RECOMMENDED PARAPHERNALIA AT CHAPTER MEETINGS (i.e. banner, gavel, etc.).
1	2	24.	MAINTAINS OFFICAL CHAPTER NOTEBOOK (i.e. FHA/HERO Secretary's Book; FHA/HERO Scrapbook).
1	2	25.	PARTICIPATES IN DISTRICT AREA FHA/HERO CONFERENCE(S).
1	2	26.	PARTICIPATES IN REGIONAL FHA/HERO CONFERENCE(S).
1	2	27.	PARTICIPATES IN STATE FHA/HERO CONFERENCE.
1	2	28.	PROVIDES INFORMATION RELATED TO CAREERS IN HOME ECONOMICS AND RELATED AREAS.
1	2	29.	PRESENTS AN HONORARY MEMBERSHIP OR SIMILAR AWARD EACH YEAR.
1	2	30.	SPONSORS AN ALUMNI CHAPTER OR ALUMNI AFFLIATE(S).
1	2	31.	PARTICIPATES IN OR CONDUCTS LEADERSHIP WORKSHOPS.
1	2	32.	CONDUCTS FIELD TRIPS AS A PART OF CHAPTER MEETINGS.
1	2	33.	MAKES PRESENTATIONS OR DEMONSTRATIONS BEFORE CIVIC OR BUSINESS GROUPS.

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THE LOCAL FHA/HERO CHAPTER:

YES	NO		
1	2	34.	PARTICIPATES IN THE MERIT CHAPTER PROGRAM.
1	2	35.	CONDUCTS IN-CLASS IMPACT PROJECTS
1	2	36.	USES ENCOUNTER IN CLASSES.
1	2	37.	PARTICIPATES IN PEER EDUCATION AS A PART OF "HEALTHY BABIES: CHANCE OR CHOICE" PROJECT.
1	2	38.	SOLICTS CANDIDATES FOR REGIONAL, STATE, OR NATIONAL OFFICE.
1	2	39.	PROMOTES THE FHA/HERO STATE SCHOLARSHIP PROGRAM.

40. DESCRIBE ANY OTHER ACTIVITIES AND/OR ACHIEVEMENTS OF THE LOCAL FHA/HERO CHAPTER:

_____

_____

_____

_____

_____

_____

THANK YOU FOR PARTICIPATING IN THIS STUDY.

VICA ADVISOR QUESTIONNAIRE

DIRECTIONS: Please complete the following information which are relative to your particular school and position. The information that you provide will be used for statistical purposes only. You will not be identified individually.

1. Sex: (1) MALE ____ (2) FEMALE ____

2. Number of years of teaching experience, including this year, you have in Trade, Industrial, Technical, or Health-related Education?
_____ YEAR(S)

3. Did you receive training (i.e. course work, practical experience) to work with the vocational student organization (VICA) during preparation for becoming a Trade, Industrial, Technical, or Health teacher?
(1) YES ____ (2) NO ____

4. What additional courses or experiences do you believe are needed?_____
_____
_____

5. Were you a member of VICA in: A. HIGH SCHOOL (1) YES ____ (2) NO ____
B. POST SECONDARY (1) YES ____ (2) NO ____
C. COLLEGE (1) YES ____ (2) NO ____

6. Do you receive extra compensation (either in released time, stipend, or some other form) for serving as the VICA Club Advisor? (1) YES ____ (2) NO ____

7. Do you believe that the following statement reflects your belief in relation to VICA and the Trade, Industrial, Technical, or Health-related Program?

VICA should be an integral part of the Trade, Industrial, Technical, or Health related program, in that it should provide opportunities to further develop competencies normally learned in the classroom.

(1) YES ____ (2) NO ____

8. Should all students in the Trade, Industrial, Technical, or Health-related program be members of VICA?
(1) YES ____ (2) NO ____

9. Should students be currently enrolled in the Trade, Industrial, Technical, or Health-related program to be a member of VICA?
(1) YES ____ (2) NO ____

10. What percentage (%) of eligible students enrolled in the Trade, Industrial, Technical, or Health-related program are members of the local VICA Club? _____ % MEMBERS

11. What percentage (%) of student-members attend regularly scheduled club meetings of VICA at the following times (CIRCLE the number in the column that applies):

	AVERAGE PERCENTAGE OF MEMBERS ATTENDING				
MEETING TIMES	N/A	Below 39%	40-59%	60-79%	80-100%
DURING CLASS	1	2	3	4	5
BEFORE REGULAR SCHOOL DAY BEGINS	1	2	3	4	5
AFTER REGULAR SCHOOL DAY ENDS	1	2	3	4	5
EVENINGS	1	2	3	4	5
OTHER (please explain):	1	2	3	4	5

12. Which of the following barriers have you encountered as a VICA advisor that impedes your ability to serve as vocational student organization advisor (please CIRCLE the number indicating your response):

YES	NO		
1	2	A.	LACK OF INTEREST ON THE STUDENTS PART
1	2	B.	CONFLICTING STUDENT SCHEDULES
1	2	C.	LACK OF COMMUNITY SUPPORT
1	2	D.	LOCAL SCHOOL STUDENT GOVERNMENT
1	2	E.	LOCAL SCHOOL ADMINISTRATION
1	2	F.	EMPLOYMENT SCHEDULES OF STUDENTS AND/OR SENDING SCHOOLS.
1	2	G.	FINANCIAL CONSTRAINTS
1	2	H.	OTHER TEACHERS WITHIN THE LOCAL SCHOOL SYSTEM
1	2	I.	MY PERSONAL LACK OF UNDERSTANDING ABOUT VICA
1	2	J.	MY LACK OF TIME
1	2	K.	OTHER (please explain):_____
1	2	L.	OTHER (please explain):_____

13. What do you believe the student-members of the VICA Club like BEST about the organization? (Please list a minimum of three, if possible):

A._____

B._____

C._____

14. What do you believe the student-members of the VICA Club like LEAST about the organization? (Please list a minimum of three, if possible):

A._____

B._____

C._____

15. In your opinion, why do most Trade, Industrial, Technical, or Health students join VICA?

_____

_____

16. How would you rate your attitude toward VICA and it's activities?

____ (5) I AM A STRONG SUPPORTER--I THINK IT'S VERY IMPORTANT.
____ (4) I AM AN ABOVE AVERAGE SUPPORTER--I THINK IT'S IMPORTANT.
____ (3) I AM A AVERAGE SUPPORTER--I THINK IT'S SOMEWHAT IMPORTANT.
____ (2) I AM AN BELOW AVERAGE SUPPORTER--I THINK IT'S OF LITTLE IMPORTANCE.
____ (1) I DO NOT SUPPORT -- I THINK IT'S OF NO IMPORTANCE.

17. Which of the following statements best represents the role of a VICA Club Advisor?

____ (5) PROVIDES LEADERSHIP
____ (4) SERVES AS A GUIDANCE/RESOURCE PERSON FOR STUDENT MEMBERS
____ (3) SHARES LEADERSHIP RESPONSIBILITIES WITH STUDENT-MEMBERS
____ (2) VOLUNTEERS ASSISTANCE WHEN THE NEED ARISES
____ (1) ASSISTS ONLY WHEN ASKED

18. How often do you meet with the club officers and/or student-members for club program planning purposes?

____ (5) ONCE PER MONTH
____ (4) ONCE PER WEEK
____ (3) PRIOR TO AN ACTIVITY
____ (2) NOT AT ALL
____ (1) OTHER (please explain):_____

-3-

19. How many hours do you spend per month of VICA activities outside the regular 6 or 7 period school day?
_____ HOURS PER MONTH

20. To what degree do you believe the present activities of VICA are accomplishing the stated goals and objectives of the organization?
___ (5) GREATLY EXCEEDING
___ (4) ABOVE AVERAGE
___ (3) AVERAGE
___ (2) BELOW AVERAGE
___ (1) NOT MEETING

21. How can the local VICA Club Activities be improved?_____

22. What VICA activities do you consider appropriate to be held during classroom instructional time?

23. On the average, how many hours of classroom instructional time is spent on the above VICA activities each month? _____ HOURS PER MONTH

24. What three VICA activities do you believe are the most important to the student-members?

DIRECTIONS: As a VICA Club Advisor, you have had the opportunity to supervise a variety of experiences. Please CIRCLE the number to the right of each statement which best represent your feeling or belief toward the statement. Use the rating scale given below to indicate you response.

DESCRIPTORS FOR RATING SCALE

(4) STRONGLY AGREE . . . . I TOTALLY SUPPORT and believe that this statement is TRUE.
(3) AGREE . . . . . I SUPPORT and/or believe that this statement is PARTIALLY TRUE.
(2) DISAGREE . . . . . I FIND LITTLE TO SUPPORT and/or believe that this statement is PARTIALLY FALSE.
(1) STRONGLY DISAGREE. . . I CANNOT SUPPORT and believe that this statement is FALSE.

RATE THE STATEMENTS BELOW AS THEY APPLY TO YOUR STUDENT-MEMBERS. Example: By circling the number "3" you would have indicated that you support the statement or feel it to be PARTIALLY TRUE.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
AS A RESULT OF THE STUDENTS BEING A MEMBER OF THE VICA CLUB, THEY HAVE BEEN PROVIDED THE OPPORTUNITY TO:				
1. demonstrate respect for the rights of others.	4	3	2	1
2. become more dependable.	4	3	2	1
3. make more effective decisions.	4	3	2	1
4. work as a team member.	4	3	2	1
5. follow rules and regulations for the good of the total membership.	4	3	2	1

AS A RESULT OF THE STUDENTS BEING A MEMBER OF THE VICA CLUB, THEY HAVE BEEN PROVIDED THE OPPORTUNITY TO:	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
6. be a better citizen.	4	3	2	1
7. identify the deomocratic ideals of our society.	4	3	2	1
8. identify the responsibilities of a good citizen.	4	3	2	1
9. identify the responsibilities of being a chapter member.	4	3	2	1
10. begin to set additional personal goals.	4	3	2	1
11. improve confidence in their work.	4	3	2	1
12. improve their ability to express their opinion.	4	3	2	1
13. increase their desire to work in the field of trade, industrial or health.	4	3	2	1
14. develop skills that will prepare them for future careers in trade areas.	4	3	2	1
15. develop contacts with people now working in the trade area fields.	4	3	2	1
16. demonstrate the importance and dignity of work.	4	3	2	1
17. identify family and community responsibilities.	4	3	2	1
18. gain friends.	4	3	2	1
19. become involved in projects involving groups outside of school.	4	3	2	1
20. practice acceptable social and business manners.	4	3	2	1
21. use parliamentary procedure.	4	3	2	1
22. plan and conduct a meeting.	4	3	2	1
23. introduce an individual to a group.	4	3	2	1
24. improve their listening habits.	4	3	2	1
25. speak effectively in front of a group.	4	3	2	1
26. improve their ability to follow directions.	4	3	2	1
27. improve their ability to give directions.	4	3	2	1
28. profit from constructive criticism.	4	3	2	1
THE LOCAL VICA CLUB:				
29. ecnourages members to dress appropriately for club functions.	4	3	2	1
30. helps improve members' attitudes about school.	4	3	2	1
31. allows members to participate in the operation of local VICA functions.	4	3	2	1
32. provides leadership training opportunities.	4	3	2	1
33. develops a new program of activities/work each year.	4	3	2	1
34. encourages members to take leadership roles.	4	3	2	1
35. provides recognition through awards (i.e. American VICA Degree).	4	3	2	1
36. provides sufficient activities to allow members an opportunity to achieve recognition.	4	3	2	1
37. makes them feel proud to be a VICA member.	4	3	2	1
38. provides ways for their family to become more involved in school activities.	4	3	2	1

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DIRECTIONS: CIRCLE the number ("1" for YES; "2" for NO) corresponding to the activities conducted by the local VICA Club.

THE LOCAL VICA CLUB:

YES	NO		
1	2	1.	CONDUCTS AN OFFICER INSTALLATION CEREMONY.
1	2	2.	CONDUCTS A MEMBER INITIATION CEREMONY.
1	2	3.	CONDUCTS AT LEAST ONE PROFESSIONAL CLUB MEETING PER MONTH.
1	2	4.	DEVELOPS AN ANNUAL PROGRAM OF WORK.
1	2	5.	HAS A LOCAL CONSTITUTION AND BY-LAWS.
1	2	6.	HAS ELECTION OF OFFICERS IN AN ORGANIZED MANNER.
1	2	7.	USES OPENING AND CLOSING CEREMONIES AT CLUB MEETINGS.
1	2	8.	HAS PRESENTATIONS BY GUEST SPEAKERS AT CLUB MEETINGS.
1	2	9.	CONDUCTS A MEMBERSHIP DRIVE OR RECRUITMENT ACTIVITY.
1	2	10.	CONDUCTS A SOCIAL/RECREATIONAL ACTIVITY (i.e. dance; picnic).
1	2	11.	CONDUCTS A BENEVOLENT ACTIVITY (i.e. Salvation Army food drive).
1	2	12.	ASSISTS A CHARITABLE ORGANIZATION.
1	2	13.	CONDUCTS ACTIVITIES ENCOURAGING SCHOLARSHIP BY MEMBERS.
1	2	14.	CONDUCTS A PARENT'S NIGHT OR PARENT/MEMBER ACTIVITY.
1	2	15.	CONDUCTS AN ACTIVITY TO ACQUAINT SCHOOL FACULTY AND ADMINISTRATION WITH VICA.
1	2	16.	CONDUCTS AN EMPLOYEE/EMPLOYER FUNCTION (i.e. Banquet; Bosses Breakfast).
1	2	17.	CONDUCTS A NATIONAL VICA WEEK ACTIVITY.
1	2	18.	PARTICIPATES IN A CAREER DAY OR CAREER CLINIC ACTIVITY.
1	2	19.	HAS ARTICLES CONCERNING VICA ACTIVITIES IN THE LOCAL COMMUNITY NEWSPAPER.
1	2	20.	HAS ARTICLES CONCERNING VICA ACTIVITIES IN THE SCHOOL NEWSPAPER.
1	2	21.	CONDUCTS A NATIONAL VOCATIONAL EDUCATION WEEK ACTIVITY.
1	2	22.	CONDUCTS AN "ASSEMBLY PROGRAM" FOR THE SCHOOL.
1	2	23.	USES RECOMMENDED PARAPHERNALIA AT CLUB MEETINGS (i.e. banner, gavel, etc.).
1	2	24.	MAINTAINS OFFICIAL CLUB NOTEBOOKS (i.e. VICA Secretary's Book; VICA Scrapbook).
1	2	25.	PARTICIPATES IN DISTRICT/AREA VICA CONFERENCE(S).
1	2	26.	PARTICIPATES IN REGIONAL VICA CONFERENCE(S).
1	2	27.	PARTICIPATES IN STATE VICA CONFERENCE.
1	2	28.	PROVIDES INFORMATION RELATED TO CAREERS IN TRADE, INDUSTRIAL, TECHNICAL OR HEALTH.
1	2	29.	PRESENTS AN HONORARY MEMBERSHIP OR SIMILAR AWARD EACH YEAR.
1	2	30.	SPONSORS AN ALUMNI CHAPTER OR ALUMNI AFFLIATE(S).
1	2	31.	PARTICIPATES IN OR CONDUCTS LEADERSHIP WORKSHOPS.
1	2	32.	CONDUCTS FIELD TRIPS AS A PART OF CLUB MEETINGS.
1	2	33.	MAKES PRESENTATIONS OR DEMONSTRATION BEFORE CIVIC OR BUSINESS GROUPS.

THE LOCAL VICA CLUB:

YES	NO		
1	2	34.	CONDUCTS A "GOOD CITIZENSHIP PROJECT."
1	2	35.	CONDUCTS A "GET-OUT-TO-VOTE" PROJECT.
1	2	36.	PARTICIPATES IN THE GOLD PENNANT AWARD PROGRAM.
1	2	37.	PARTICIPATES IN THE VOCATIONAL INITIATIVE PROGRAM.
1	2	38.	PARTICIPATES IN THE U.S. SKILL OLYMPICS PROGRAM.
1	2	39.	PARTICIPATES IN DISTRICT/STATE VICA COMPETITION EVENTS.

DESCRIBE ANY OTHER ACTIVITIES AND/OR ACHIEVEMENTS OF THE LOCAL VICA CLUB:

_____

_____

_____

_____

_____

_____

THANK YOU FOR PARTICIPATING IN THIS STUDY.

ATTACHMENT SECTION 5

GLOSSARY

GLOSSARY

For purposes of this study, the following definitions were utilized:

Goal Statement. A rational but arbitrary cluster of related items that are common to the five secondary vocational student organizations in Missouri. For purposes of this study, seven goal statements were identified. The title of each goal statement and its definition is as follows:

a. Character Development. This goal statement, as determined through factor analysis, was composed of the following items: demonstrate respect for the rights of others; become more dependable; make more effective decisions; work as a team member; follow rules and regulations for the good of the total membership; identify the responsibilities of being a chapter member; begin to set additional personal goals; improve confidence in my work; improve my ability to express my opinions; and gain friends.

b. Citizenship Responsibility. This goal statement, as determined through factor analysis, was composed of the following items: be a better citizen; identify the democratic ideals of our society; identify the responsibilities of a good citizen; and identify family and community responsibilities.

c. Communication Skills. This goal statement, as determined through factor analysis, was composed of the following items: improve my listening habits; speak effectively in front of a group; improve my ability to follow directions; improve my ability to give directions; and profit from constructive criticism.

d. Cooperation. This goal statement, as determined through factor analysis, was composed of the following items: use parliamentary procedure;

plan and conduct a meeting; and introduce an individual to a group.

e. Leadership/Followership. This goal statement, as determined through factor analysis, was composed of all items included in the goals statements of: character development, citizenship responsibility, cooperation, occupational knowledge, recognition and social development, and communication skills.

f. Occupational Knowledge. This goal statement, as determined through factor analysis, was composed of the following items: increase my desire to work in the field; develop skills that will prepare me for a future career; develop contacts with people now working in the field; and demonstrate the importance and dignity of work.

g. Recognition and Social Development. This goal statement, as determined through factor analysis, was composed of the following items: encourages members to dress appropriately for activities; helped improve members' attitudes about school; allows me to participate in the operation of local vocational student organization functions; provides leadership training opportunities; develops a new program of activities/work each year; encourages members to take leadership roles; provides recognition through awards; provides sufficient activities to allow members an opportunity to achieve recognition; makes me feel proud to be a vocational student organization member; and provides ways for my family to become involved in school activities.

Student-Member. An individual who is enrolled in a secondary vocational-technical education program in Missouri and who is affiliated with one of the five secondary vocational student organizations.

Teacher-Advisor. A vocational-technical education instructor who serves as the adult sponsor of the local unit of the vocational student organization affiliated with their vocational-technical education program.

Vocational Student Organization. One of the five recognized national organizations related to the disciplines in vocational-technical education. For purposes of this study, the following five secondary groups were utilized:

a. Distributive Education Clubs of America (DECA). The national vocational student organization associated with Marketing and Distributive Education programs.

b. Future Business Leaders of America (FBLA). The national vocational student organization associated with Business and Office Education programs.

c. Future Farmers of America (FFA). The national vocational student organization associated with vocational Agriculture Education programs.

d. Future Homemakers of America/Home Economics Related Occupations (FHA/HERO). The national vocational student organization associated with Home Economics Education programs.

e. Vocational Industrial Clubs of America (VICA). The national vocational student organization associated with Trade, Industrial, Technical, or Health Related Education programs.